Canadian
Home Economics
Journal
Summer 1990. Volume 40, No. 3

Revue
canadienne
d'économie familiale
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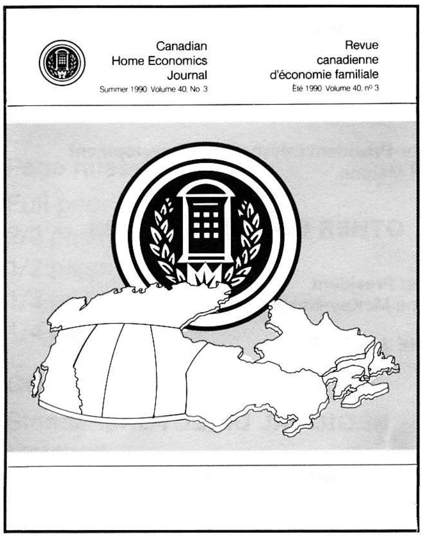

The cover is designed by Dennis Goshinman.

Printed by: M.O.M. Printing Ltd., Ottawa

ARTICLES
LES ARTICLES

RESEARCH SECTION
SECTION DES RECHERCHES

DEPARTMENTS
LES RUBRIQUES

(Date of issue—June, 1990)

ISSN 0008-3763

Second Class Mail
Registration No. 6671

Published quarterly/Publication trimestrielle

Canadian Home Economics Association
901-151 Slater Street, Ottawa, K1P 5H3, Canada
Tel: (613) 238-8817/238-8819

CHEJ EDITORIAL OFFICE

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3000 College Drive South
Lethbridge, AB, T1K 1L6, Canada

The Association: The Canadian Home Economics Association is the national professional organization for those educated and/or working in the field of consumer and family studies, foods and nutrition, home economics, and human ecology. The mission of the association is to strengthen the home economics profession and to actively promote improved quality of life for individuals and families in Canada and the developing world.

Subscriptions, membership fees and change of address should be mailed to the CHEA National Office, 901-151 Slater St., Ottawa K1P 5H3, Canada.

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Supported in part by grants from The Canadian Home Economics Foundation and the Canadian Association of Research in Home Economics.

L'Association d'économie familiale est l'organisme professionnel national regroupant les personnes qui travaillent ou sont diplômées en études de la famille ou du consommateur, en alimentation, nutrition, économie familiale et écologie humaine. La mission de l'association est de renforcer la profession et de promouvoir une plus grande qualité de la vie pour les particuliers et les familles au Canada et le monde en voie de développement.

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You owe it to your professional self to be a member of CHEA and to encourage other home economists to be members.

Write to the National Office, 901-151 Slater Street, Ottawa ON, K1P 5H3, for information today or better yet, phone (613) 238-8819.

from the Editors

The Journal Committee wants your input. Over the past few years, submissions to the General Interest section (and, to some extent, the Research Section) have been declining. Efforts to solicit articles have been minimally successful and very time consuming. Readership surveys, however, indicate that the members of our association value the Journal. What can be done to encourage participation in the Journal?

Discussion has also been initiated over the value of having all General Interest articles proceed through a blind review process that is already in place for all Research submissions. Will a review process encourage or discourage submissions to the Journal? Would such a process discourage the general membership from submitting articles? Would it encourage university professionals to submit more articles to the General Interest section? Proponents of the review process feel that it would ensure high quality submissions and an equitable system of review. Do the benefits of a review process outweigh the limitations that might result?

Instituting a review process would require sufficient time to set up a review panel as well as adequate time to put articles through the review process. A review panel and an appropriate process would need to be established. We are certainly prepared to undertake initiating the process if the membership supports the concept but we need your input and support.

Let us hear from you. Show us your interest in the future of the Journal. Comments can be published through our regular feature, *Reader Forum.*

Glenda Everett
Mary Ann Joly

Reader Forum

Errata

February 27, 1990

Dear Editor:

Thank you for publishing the full text of my manuscript, *Philosophical orientations and home economics. . . .* Your first issue as Editor looks good and I hope you are receiving positive feedback.

There is one error in my article which is creating some questions and I would appreciate it if you could publish an errata. On p. 8, column 3 under the heading Characteristics of Eco centered Philosophical Orientation: An Introduction; 8 lines down there appears a '12'. Since the sentence should not include the number, it appears that there are 12 emancipatory ends . . .

Keep up the good work. Your role is a very important one in communicating the new developments and potentials of home economics.

Sincerely,
Eleanore Vaines, PhD

The Food Irradiation Issue

1990 February 5

Dear Editor:

The article by Shirley Rebus (CHEJ 40(1), Winter 1990) is intended to help inform home economists about the safety and wholesomeness of food irradiation.

I do not have a problem with people having a different opinion than I do or with this journal publishing various opinions. I do object to the presentation of opinion as scientifically meritorious fact. I also object to this journal publishing incorrect information, possibly influencing those of my colleagues whose area of specialization is not food science or who have not read widely about food irradiation.

This paper passed off misinformation as fact using extraordinarily poor references which color the quality of the article. In no other subject area covered by this journal would this be allowed editorially or passed by qualified reviewers. For example, would CHEJ publish a nutrition article that quotes and attempts to pass off as scientific authority a nutrition quack? Would CHEJ publish an article where Dr. Tarnower's, unusual opinion of human nutrition in weight loss (The Scarsdale Diet) was presented as scientific fact? Would *This Magazine* or *Harrowsmith* be considered weighty or valid references for an article on human nutrition? I doubt it. Yet this is what the paper by Rebus represents for food irradiation.

For example, Rebus refers to the negative stance taken by the Standing Committee on Consumer and Corporate Affairs but does not mention or reference the Government's lengthy response to that study prepared by Health and Welfare. The Government's response included thorough information and analysis for each point raised by the Standing Committee. The report is freely available from Health and Welfare or any Member of Parliament.

Rebus' innuendo that the nuclear industry is unfairly discrediting the Indian polyploidy study is unworthy of publication in this Journal. If she had used better sources of information she would have found that the United Nations Organizations' Joint Expert Committee and the Government of India reviewed this study and the follow-up studies that were unsuccessful in replicating this work. They concluded that there were methodological flaws and data that could not be explained in the light of well-known biological principles. Health and Welfare in their response to this same question posed by the Standing Committee reached the same conclusion. Yes, the Indian study was published in the American Journal of Clinical Nutrition, but obviously their reviewers, probably not toxicologists, were unable to catch the flaws in this study.

Rebus uses a *Harrowsmith* magazine quote of Susan Mills, the author of the Science Council of Canada reports on food irradiation. Rebus does not reference the Science Council reports or give any idea that she had read them. If she had, she would have realized that Harrowsmith magazine did not capture the essence of either Mills' studied opinion or the policy of the Science Council of Canada. Those reports are available from the Science Council of Canada or from a library with government holdings.

Ron Krystynak's cost-benefit analysis was incorrectly interpreted by Rebus. Again Health & Welfare's response to the Standing Committee gives the correct interpretation of that study according to Krystynak.

Papers published in CHEJ should be reviewed by qualified reviewers knowledgeable in the subject area, unless the paper is clearly noted as an opinion statement.

CHEJ is our professional journal. We are struggling to present ourselves and our profession as credible, professional, and having a solid knowledge base. The Rebus article is not consistent with that image.

Each point that Rebus gives as evidence of the lack of safety of food irradiation has been reviewed and answered by several scientific authorities. I would be pleased to supply you, CHEJ reviewers or readers copies of the papers that explain the points raised. We maintain an extensive reference system and gladly comply with requests for information.

Also other Canadian contacts are available, for example, Dr. Madhu Sahasrabudhe Agriculture Canada (613-995-3722), Susan Mills, (author of Science Council Reports) Natural Science and Reseach Council (613-996-0923) Diane Kilpatrick, Health and Welfare (613-957-0973) and Ron Krystynak Agriculture Canada (613-995-5880).

Yours sincerely,
Michelle Marcotte, PHEc
Market Development Specialist
Food Irradiation Applications

February 9, 1990

Dear Editor,

I enjoyed the article, Food Irradiation: Is it Safe and Wholesome?, in the Winter 1990 (Vol. 40, No. 1) issue of the Canadian Home Economics Journal. Not many people have the nerve to tackle the food irradiation issue, and even fewer professionals. I thought that your article was well-reasoned and well-spoken.
Thank you.

Sincerely,
Gail Marchessault
Regional Nutritionist
Medical Services Branch

Author Response

March 20, 1990

Dear Editor:

Thank you for the opportunity to respond to Michelle Marcotte's letter.

The articles in question were prepared to provide CHEJ readers with an overview of the many complex issues surrounding the food irradiation question. It was not my intent to presume to find a definitive answer, but rather to report on what I found during extensive reading in the year prior to writing these articles.

Ms. Marcotte points out, quite correctly, that I have included *Harrowsmith* magazine among my references. Readers will note that I have also referred to numerous papers written by Ms. Marcotte herself, other publications by Atomic Energy of Canada Ltd, the British *Report on the Safety and Wholesomeness of Irradiated Foods*, the Report of the Canadian government's Standing Committee on Consumer and Corporate Affairs, the government's response to this report, a report published by the American Council for Agricultural Science and Technology, and papers/articles published in *Food Technology, Food Market Commentary, The Globe and Mail, The Food Basket, National Food Review, Across the Board, This Magazine,* and the *Canadian Home Economics Journal.*

I also read many others which were not listed since they weren't specifically referred to in the paper. They did, however, provide me with a broad perspective on the subject.

It is understandable that Ms. Marcotte, an employee of Nordion International (formerly Atomic Energy of Canada — Radiochemical Company), would take exception to my work. In her "On the Job" profile (CHEJ, Winter 1989, p. 43) she describes her job as "commercializing food irradiation". She goes on to say that she is viewed as "a marketing specialist, a food specialist, a woman, a marketing communications planner, and a consumer educator. In that order . . ."

Should we let industry tell us what is "right"? It is my belief that good science involves healthy debate, that truth is found by examining all aspects of an issue, that independent thought is the mark of an educated person, and that we must each make our own choices based on the most comprehensive information we can gather.

Yours sincerely,
Shirley Rebus BSc, PHEc

History and Implications of Federation

Faye Forbes Anderson

Abstract

Federation has been a goal of home economics associations for 50 years. It has been achieved through the participation of members across Canada. For four years, federation was intensively studied and developed through proposals, workshops, correspondence, feedback, and revisions, resulting in a structure approved by members in 1989. Federation implementation on May 1, 1990 will integrate local, provincial, and national associations, resulting in tri-level membership with direct representation and coordinated services at all levels.

Résumé

Dans les dernières cinquantes années, l'Association canadienne d'économie familiale visait à devenir d'être une "Fédération". Ce but fut atteint grâce à la participation de ses membres à travers tout le Canada. Pendant quatre ans, le projet de "Fédération" a été étudié de façon intensive, que ce soit au moyen de propositions, de discussions en ateliers, de correspondance avec les membres, d'évaluations et de révisions, ce qui a permis la présentation de nouvelles structures approuvées par les membres lors de l'assemblée annuelle de 1989. Le premier mai 1990, les structures de la "Fédération" canadienne d'économie familiale seront définitivement mises en application, intégrant ainsi les membres des associations locales, provinciales et nationale. Les membres de ces trois niveaux d'administration bénéficieront d'une représentation directe dans chaque province et les services seront coordonnés à tous les niveaux.

Faye Forbes Anderson is a self-employed family financial consultant. She graduated with a BHEc from the University of Manitoba in 1972. Faye has served in a variety of capacities in local, provincial, and national home economics associations.

The Idea: 1939 to 1985

The minutes of the founding meeting of CHEA (1939) indicate that, after the decision on the name Canadian Home Economics Association, discussion followed about what type of organization it should be. The members passed the recommendation:

> that the organization be set up with the view of having it a federation of provincial groups but until such time as these groups are set up, to have the groups as now organized and also members at large.

For the next forty years, there appears to have been no investigation of federation. (Minutes, 1939-79; CHEA Newsletter, 1940-51; 40th Anniversary Section, Spring, 1979).

Following discussion of the recommendations from the National Office Review, submitted December 1979, the executive was directed to appoint a committee to study ways of improving CHEA's structure. Committee chair, Doris Badir, noted in her report that federation was one alternative, but "not too much time has been spent developing this idea because . . . major reorganization at all levels would be required" (Badir, 1981).

In 1984, a task force was appointed to investigate the feasibility of federation. It recommended that further study of the issue be postponed until there were strong provincial associations across the country, and registration of the profession (Report of the Alberta Task Force on Federated Structure, March 26, 1985).

Renewed interest in federation emerged at the 1985 Conference *Viewpoints* session in which members ranked federation among their top priorities. Members at the annual meeting approved "that the CHEA affiliated groups form an ad hoc committee to investigate and develop a federated structure . . ." (Minutes of the Annual Meeting, 1985).

Defining the Basic Concepts: 1985 to 1987

The ad hoc committee formed in 1985 was chaired by Judy Fowler; her committee in Winnipeg, and committees in Calgary and Toronto, developed federated structure proposals which were presented to a federated structure workshop in Prince Edward Island in July 1986. Representatives from across the country attended the PEI workshop to decide on the basic principles of a federated structure.

Workshop participants agreed to the dictionary definition of federation, *a union of organizations*, and the implications of that definition for our home economics associations:

- automatic membership in all three levels: local, provincial, and national;
- direct representation from one level to another; and
- coordinated services for members on all three levels.

A portion of the PEI workshop was structured to allow participants to design the federated structure. Delegates were assigned to small groups to ensure a mix of regions. The groups were directed to select member services which were most appropriate at branch, provincial, and national association levels, and justify their choices. Results were compiled, but to ensure that the delegates' views were representative of their membership, participants were asked to conduct similar workshops in their own

the three levels of the retirement income system: federal, provincial and territorial income support programs, the Canada Pension Plan and the Quebec Pension Plan and occupational pension plans.

Census 1986. Focus on Canada. Canada's seniors (catalogue 98-121). L. Stone and H. Frenk. (1988). Available from Minister of Supply and Services Canada. $10.00.

This publication provides an overview of Canadian statistics related to the elderly, including information about provincial differences in age structure and population aging and the rapid growth of the senior population.

Community Resource Directory for Seniors. A. Bishoff and M.L. Bishoff, (1988). Available free from Mecca Ventures International Ltd., 17232 - 59A Avenue, Surrey, B.C., V3S 5S5.

A guide to resources and a business directory for senior citizens and for those planning their retirement.

Conflict in Families and Friendships of Later Life. C.B. Fisher, J.D. Reid and M. Melendez. (1989). *Family Relations*, Vol. 38, No. 1, pp. 83-89.

This article addresses some issues related to mutual understanding and communication between elderly parents and their adult children and examines the unmet needs of later life familial and nonfamilial relationships which may interfere with positive life adjustments to aging.

Elder Abuse and Neglect: A guide to Intervention. (1989). Available from Social Planning and Research Council of B.C., #106-2182 West 12th Avenue, Vancouver, B.C., V6K 2N4.

This booklet is intended for people who work with the elderly and who are in a position to become aware that their client/patient is suffering neglect or abuse.

End of the Line. Inside Canada's Nursing Homes. (1989). M. Bohuslawsky. University of Toronto Press. $29.95.

An investigation of Canadian nursing homes.

Enduring Ties: Older adults' parental role and responsibilities. R. Blieszner and J.A. Mancini. (1987). *Family Relations*, Vol. 37, No. 2, pp. 176-180.

This article examines older parents' conceptions of the nature and significance of the parental role in late adulthood.

Ethnicity and Aging National Workshop. Final Report. Canadian Public Health Association. (1988). Available free of charge from the Seniors' Secretariat, Health and Welfare Canada, Ottawa, Ontario, K1A 0K9.

This report discusses issues facing Canadian seniors from diverse cultural backgrounds, including the need for more culturally sensitive professionals, programs and institutions; the growing awareness of the benefits and drawbacks of assimilation; and support services for an aging multicultural population.

Family and Friendship Ties Among Canada's Seniors. An introductory report of findings from the General Social Survey (Catalogue 89-508). L.O. Stone. (1988). Available from the Minister of Supply and Services Canada. $20.00.

This report provides an introductory discussion of aspects of the 1985 General Social Survey database concerning seniors. Topics include Canadian kinship systems and supports given and received by seniors.

Family Caregiving and the Elderly: An overview of resources. R. Blieszner and J.M. Alley. (1990). *Family Relations*, Vol. 39, No. 1, pp. 97-102.

This article provides an overview of the impact of caregiving on families, discusses health policies that have led to limitations in formal support services, and identifies resources available to assist professionals and caregiving families. The statistics, policies and resources cited are American.

Family Help to the Family: Perceptions of sons-in-law regarding parent care. M.H. Kleban, E.M. Brody, C.B. Schoonover and C. Hoffman. (1989). *Journal of Marriage and the Family*, Vol. 51, pp. 303-312.

This article examines the consequences of parent care reported by the husbands of women who were principal caregivers of their elderly disabled mothers, and compares the men's perceptions of their caregiving situations with those of their wives.

Focus for the Future (Seniors' Issue). (1988). Available from Statistics Canada, 3-0 R.H. Coats Building, Tunney's Pasture, Ottawa, Ontario, K1A 0T6.

This four-page pamphlet briefly highlights some trends in the elderly Canadian population which appeared in the 1986 Census. It also outlines a soon-to-be-published descriptive study, "Canada's Seniors", that looks at aging Canadians of the 1990's.

Health Guidelines for the Elderly. (Publication pending.) Contact Roger Diab, Design for Health Division, Health Services Directorate, Health Services Promotion Branch, Health and Welfare Canada, Ottawa, Ontario, K1A 1B4.

These guidelines were developed as a result of a 1986 project entitled "Care for the Elderly — Design Guidelines", which was undertaken to develop guidelines for the construction and maintenance of various kinds of accommodation for elderly persons. The final output of the project is a four-volume series. Volume I deals with the four categories of needs of seniors, and Volumes II through IV are divided into sections on needs, design, and services.

Help for Families of the Aging. (2nd ed.). (1988). C.S. Pierskalla and J.D. Heald. Support Source, 420 Rutgers Avenue, Swarthmore, PA, 19081 U.S.A. Leader's Manual $39.95; Workbook, $11.95.

A manual for those who lead or are interested in leading seminars for family members who are caregivers for the elderly. The manual contains seminar material and exercises from the participants' workbook.

Instructional Modules for health care and social service professionals working with the aged of various ethnic groups.

These three training modules were developed by Dr. O. Cap and Dr. D. Harvey of the University of Manitoba following a provincial study of 1,800 human service workers

charged with providing care to the elderly in Manitoba. The three packages deal with realistic on-the-job problems and common concerns, as well as providing suggestions and advice as to how to cope with a variety of situations. A set of modules costs $150.00 (print) or $300.00 (interactive video, CAI). For more information about the modules or to obtain a final report describing the project's entire development process, contact Dr. Orest Cap or Dr. Dexter Harvey, Faculty of Education, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

Legal Issues in the Care of Mentally Impaired Elderly Persons: Competence, surrogate management and protection of rights. (1987, June). Working Group on Legal Issues, Committees on Guidelines for Comprehensive Services to Elderly Persons with Psychiatric Disorders. Canada's Mental Health, pp. 6-11.

The large and growing number of elderly persons in need of care — the very old, the frail, those without relatives and, in particular, the mentally impaired — has many legal implications. This article identifies a number of areas of concern.

Motives for Parental Caregiving and Relationship Quality. A.J. Walker, C.C. Pratt, H. Shinn and L.L. Jones. (1990). *Family Relations*, Vol. 39, No. 1, pp. 51-56.

This paper examines the connections between obligatory and discretionary motives for caregiving and relationship quality for caregiving daughters and their dependent older mothers. The need for support in families where care is given from other than discretionary motives is discussed.

National Institute of Nutrition. Rapport: Advancing the knowledge and practice of nutrition in Canada.

This quarterly publication periodically publishes articles and reviews related to various issues concerning the elderly and nutrition. Individual subscriptions are $20.00 for two years and are available from 1565 Carling Avenue, Suite 400, Ottawa, Ontario, K1Z 8R1.

New Horizons: Director's Handbook. Health and Welfare Canada. (1988). Available from regional offices of Health and Welfare Canada.

A handbook to guide directors of the federally funded New Horizons program which is designed to give retired people an opportunity to share their interests, skills and talents in developing and carrying out projects of their own choosing.

New Horizons. (1987). Health and Welfare Canada. Available from regional offices of Health and Welfare Canada.

This booklet describes the New Horizons program, a federally funded program designed to give retired people an opportunity to share their interests, skills and talents in developing and carrying out projects of their own choosing.

Parents of the Baby Boomers: A new generation of young-old. J.A. Giordano. (1990). *Family Relations*, Vol. 37, No. 4, pp. 411-414.

This article examines the characteristics of the future generation of elderly and the unique demands it will place upon society.

Prime Time — Food Facts for Older Folks. (1988). Available free of charge from Kellogg Canada, Inc., Southam Direct Marketing Services, 1210 Birchmount Road, Scarborough, Ontario, M1P 2C3.

A brochure which considers the needs of seniors in relation to meal planning, food preparation and shopping as well as exercising to improve and maintain appetites.

Provision of Care to Old Parents. Division of responsibility among adult children. S.H. Mathews. (1987). *Research on Aging*, Vol. 9, No. 1, pp. 45-60.

Report of an investigation into how family structure influences familial responsibility in caregiving to elderly parents.

Seniors' Guide to Federal Programs and Services. (1988). Health and Welfare Canada. Available from regional offices of Health and Welfare Canada.

This booklet outlines federal government services and agencies for seniors, both as individuals and as groups. Provides a description of services and contact addresses.

Seniors Independence Program. Ministry of National Health and Welfare. (1989). Available from the regional offices of National Health and Welfare Canada.

This brochure describes the Seniors Independence Program which is designed to help senior citizens improve their health, well-being, independence and quality of life. Funding is provided for appropriate groups.

Senior Peer Counselling. Century House, New Westminster Parks and Recreation, 620 Eighth Street, New Westminster, B.C., V3M 3S2.

Funded by a local credit union, this volunteer program is designed to assist seniors in decision-making, problem-solving, and dealing with life changes.

Silvert's Clothing for Seniors: Fall and winter catalogue. (1989/90). Available from 3280 Steeles Avenue West, Unit 18, Concord, Ontario, L4K 2Y2.

This catalogue is dedicated exclusively to servicing the health care field with the latest fashions in clothing for seniors. A wide range of styles for a variety of physical needs is presented. Men's and women's clothing, nightwear and footwear are included.

Social Supports for the Elderly. N.L. Chappell. (1987). *Canadian Home Economics Journal*, Vol. 37, No. 4, pp. 177-185.

This paper summarizes and discusses the current state of knowledge in the area of social gerontology. The major emphasis is on interactions with family and friends, particularly in the caregiving role. The health status of the elderly and their general life situation are also discussed.

Take Care. A Handbook for Families Caring for Older Adults. (1988). A. Doors. Available from the Vancouver Health Department, Continuing Care Division, 1060 West 8th Avenue, Vancouver, B.C., V6H 1C4.

Discusses the challenges facing a caregiver and provides information to assist in understanding and coping with stressful situations which arise in caregiving.

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branches. Participants were given *Federation: Design It Yourself* kits to enable them to follow the same workshop process in their own branches. It was also anticipated that this process would engage branch members in the issue of federation.

Between October 1, 1986 and January 31, 1987 federated structure workshops were held by 13 affiliates, representing nine provinces/territories. Fifteen summary sheets were received from the 10 affiliates which reported their results. The results were compiled and were illustrated in the services wheel. (See Figure 1)

The PEI workshop succeeded in finding agreement on the definition, implications, services, and basic concepts of the federated structure; however, time constraints precluded thorough discussion of six issues. Delegates agreed that one representative from each of the proposal committees would form a *Compromise Committee* to resolve these issues. Judy Fowler of Winnipeg, Barb Cousens of Calgary, and Marilyn Peabody of Toronto met and decided that:

- there would be one representative per province on the national board;
- the representative would be chosen by the province;
- a non-voting president's committee should replace the national executive;
- the president's committee should be in one locale;
- representatives need not be national committee chairs; and
- the federation goal should be 1989. (Final Report, Federated Structure Task Force, March 1987).

Building on Basic Concepts: 1987 to 1988

In order to build on the basic concepts of federation, the task force utilized a process of participation via correspondence. Thirty-six representatives from across the country agreed to serve as federation coordinators, keeping their members informed about federation and representing their members' views. The initial letter sent by the task force outlined the eight issues to be resolved during the year, and requested feedback on an attached checklist (Pers. Comm., August 5, 1987). The second letter presented suggestions or options for each issue, and requested feedback to the suggestions or choices among the options (Pers. Comm., January 1, 1988). From the ten responses received, the results were compiled and were utilized in drafting a proposal for each issue. The proposals were sent to representatives with a checklist on which they were asked to indicate their association's approval or disapproval for each proposal (Pers. Comm., April 21, 1988).

Seventeen replies were received (Pers. Comm., June 1988), resulting in the following additions to the federated structure agreement:

- membership criteria stated in the CHEA bylaws would be the minimum standard; provinces may set higher standards for eligibility;
- membership processing would be done by the provincial associations; the renewal date would be May 1;
- provincial constitutions must not conflict with the CHEA bylaws;
- the job description for provincial representatives (Regional Directors) was accepted;
- the fee would be $50 for the national portion of a federated fee;
- national committees would continue with a core committee in one locale and representatives corresponding across the country; some modifications may be made in the future; and
- professional practice groups may establish their own services and set their own fees in addition to the three-level federation fee. Teachers' associations, with some members ineligible to join, could pay a group fee to receive a package of services from the federation.

Preparing for the Referendum: 1988 to 1989

In July 1988, 26 federation coordinators met at the federation workshop in Guelph. The discussion focussed on how and when to conduct the federation referendum. Participants agreed that:

- the referendum would be conducted prior to May 1989;
- the associations in each province will conduct a mail vote . . . such that regardless of the number of memberships held in affiliated associations in that province, each member shall be eligible to cast one vote; and
- if some provinces defeated federation, the individual members from unfederated provinces could still belong to CHEA for the current membership fee, but direct representation would not be ensured and integrated services could not be expected (Minutes of the Federated Structure Workshop, July 1988).

Members at the 1988 CHEA annual meeting approved a motion that CHEA accept federation pending the decisions of the associations in each province and the CHEA membership, and that the final decision on federation will be made at the 1989 CHEA annual general meeting (Minutes of the Annual Meeting, July 1988).

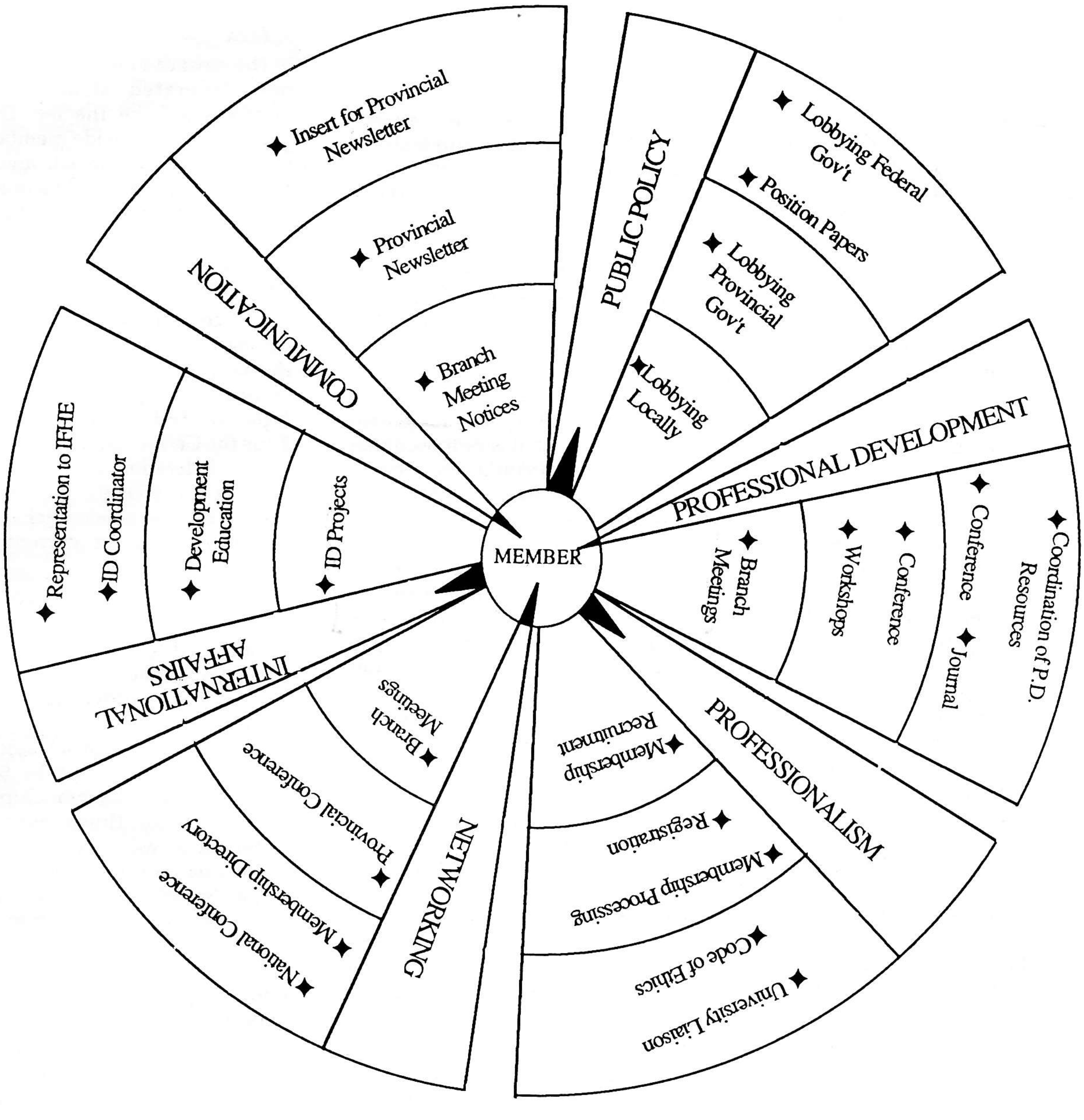
In September of 1988, letters were sent to provincial federation coordinators stating the mandate for the year: the task was to ensure that members of every home economics association understand federation and have an opportunity to vote on the issue (Pers. Comm., September 30, 1988). Information packages accompanied letters sent in September, November, and January in order to assist coordinators in preparing members for the referendum (Pers. Comm., September 30, 1988, November 18, 1988, and January 12, 1989).

Packages explaining the federated structure, and the advantages and disadvantages of federation were sent to the 19 federation coordinators for distribution to members with the federation ballots (Pers. Comm., January 30, 1989).

Each province and CHEA set their own requirements for a valid percentage of returned ballots and agreement with the federation, consistent with their own constitutions and bylaws. For CHEA 1362 ballots were mailed. Fifty-three percent were returned. Of those who returned ballots, 90% approved federation. Newfoundland did not participate in the referendum because it did not have an active association. All other provinces and territories approved federation, except Ontario and Association d'economie familiale du Quebec (Report of the Issues Forum, July 1989).

At the 50th anniversary CHEA annual meeting, held in Winnipeg in July 1989, the following motion was approved,

> that commencing May 1, 1990 CHEA and the provincial home economics associations who have already approved federation will become a federation, hence:
>
> - each member will belong to CHEA, a provincial HEA, and where applicable, a branch HEA;



National Services: Outer Ring
Provincial Services: Middle Ring
Branch Services: Inner Ring

The arrows at the centre show that three services benefit the individual member and three services benefit society.

Figure 1. Integrated services in a federated structure.

- there will be direct representation from the branch to the provincial board, and from the provincial board to the CHEA board; and
- services will be coordinated among all levels (Minutes of the Annual Meeting, July 10, 1989).

Preparing for Implementation: July 1989 to May 1990

The following *Federation Implementation Checklist* was presented at the Affiliated Group Presidents' Meeting in July, 1989, to clarify the tasks required for federation implementation:

- Implement a method of choosing one person (Regional Director) to represent your provincial association on the CHEA Board.
- Ensure that your Regional Director is a provincial executive (or board) member.
- Change the membership renewal date to May 1.
- Ensure that all members belong to all levels.
- Prepare to process provincial and national fees, and branch fees where applicable.
- Implement a method of utilizing CHEA information in provincial newsletters.
- Ensure that your eligibility criteria for provincial membership meet or exceed CHEA criteria.
- Ensure that your constitution/bylaws are not in conflict with the CHEA bylaws.
- Determine how your province will handle provincial and branch life members.
- Change your constitution/bylaws if necessary to accommodate all of the above. (Minutes of the Affiliated Group Presidents' Meeting, July 7, 1989).

Coordinators for each task continue to encourage the participatory process utilized throughout the federation process. The results since July, 1989 are as follows:

Regional Director selection

Questionnaires mailed in September resulted in a proposal that the branch associations submit the names of members with leadership experience to the provincial nominating committee for election at the provincial annual meeting (Pers. Comm., September 1989 and January 1, 1990).

Membership processing

Correspondence and feedback has resulted in a detailed package of information on membership processing for provincial associations (Pers. Comm., September 1989, November 8, 1989, January 16, 1990, and February 1990).

Life members

Sample letters have been prepared for provincial presidents to assist in encouraging life members to join the other levels of the association (Pers. Comm., January 1990).

Teachers' associations

A proposal has been circulated for a new relationship between the federation and the home economics/family studies teachers' associations. Since not all members of these associations could qualify for federation membership, it is proposed that each association could pay a fee to CHEA. Twenty-five percent of the fee would be allocated to CHEA for a package of services, and the balance would be utilized for projects submitted by the Home Economists in Education committee of CHEA. These projects would be designed to ensure that those who teach our subject matter have current and accurate information (Pers. Comm., February 1990).

Name

Survey results indicated strong agreement with retaining the name *Canadian Home Economics Association/Association canadienne d'economie familiale*, and the current logo. There was also agreement that provinces and branches retain their own name and logos, and add the national logo on printed materials. (Pers. Comm., January 1990).

The CHEA national office is currently preparing a *Federation Implementation Handbook* to assist our home economics associations in accomplishing the 50-year-old goal of federation.

Implications of the Federated Structure for the Individual Member

The information package, which accompanied the federation ballot, sent to each member in the spring of 1989, noted that: "The primary issues represented by your vote on federation are compulsory integrated fees, direct representation from branch to provincial to national, and coordinated services among all levels" (Referendum information package, January 1989). These are the three basic concepts of our federation.

Fees

The most obvious implication of the new federated structure for its members will be the fee. One integrated fee will provide membership in the national, provincial, and branch associations. There will be one form to complete and one cheque to write. If employers pay only one annual membership fee, all three levels will be included.

"... cost effectiveness is increased through a larger membership base at the national level, resulting in lowering of the national portion of the fee" (*Step Right Up*, Federation Proposal, 1986). Thus the CHEA active membership fee in our federation will decrease from \$140.00 to \$50.00. If branch and provincial fees remain unchanged, this will mean that for currently active members of:

- all three levels, the fee will decrease by \$90.00;
- only CHEA, the fee will decrease by \$90.00 for the national portion but branch and provincial fees will be added;
- branch or provincial associations, the fee will increase by \$50.00 for CHEA plus the branch/provincial fee set by those associations. Students will pay \$25.00 for the national portion, plus student fees for branch and provincial levels (Referendum Information Package, January 1989).

Direct Representation

Direct representation means that each branch will have a representative involved in policy-making on the provincial board, and each province will have a representative involved in policy-making on the national board (*Step Right Up*, Federation Proposal, 1986). Members must have confidence in that person's ability to make decisions and effectively represent their views. It has been recommended that the representative have leadership experience within the home economics associations of the province (Final Report, Federated Structure Task Force, March 1987).

This may imply a new set of criteria for the selection of a Regional Director. The Regional Directors' primary responsibilities have, in the past, included the promotion and recruitment of CHEA Members, and communication of CHEA information to the CHEA members residing in that province. In federation, membership promotion and recruitment becomes the responsibility of the branch level. Communication of information to and from CHEA is achieved through branch and provincial meetings, since all members belong to all three levels. It should also be noted that the choice of RD was sometimes limited to those who could afford it, if the province was unable to supplement the partial funding offered by CHEA. This inequity has been corrected; CHEA will now provide full funding of the cost for travel to CHEA Board meetings, and provincial associations will be expected to bear only the costs of accommodation and meals (Minutes of CHEA Board Meeting, January 1990).

The implication for federation members is that they must understand the role of their representative, to ensure that they nominate and elect members with the leadership and management skills required for an effective representative.

Direct representation may also imply a new dimension in branch and provincial meetings. Since all members belong to all levels, every federation member has a stake in the success of branch, provincial, and national associations. The regular monthly branch meetings may begin to include issues with a wider provincial and/or national focus. This may lead to representatives presenting branch annual meeting resolutions to provincial and then national annual meetings. Duplication of effort is avoided; branch colleagues reach a larger membership base; and our associations have a stronger lobbying voice.

Coordinated Services

Federation seeks to offer streamlined, integrated, coordinated, and cost effective services to its members. It was noted in the early stages of federation investigation that duplication of work and increased cost resulted from the loose affiliation among home economics associations (*Step Right Up*, Federation Proposal, 1986).

Membership can be used to illustrate. Currently, all three levels independently carry out the membership functions: promotion, recruitment, credential verification, renewal processing, and directory. Each association incurs costs for printing and postage, and expends staff and volunteer time and effort. Thus, efforts and costs aer duplicated at each level. In the federation, membership functions will be carried out at the most appropriate level. Research within our association has shown that membership recruitment is most effective on a branch level. Credential verification and membership processing are best handled at the provincial level. The directory can be published nationally.

Duplication of cost and effort are avoided. The branches recruit; the provinces process; CHEA produces the directory; and all three levels benefit (Pers. Comm., September 30, 1988).

Similar benefits are achievable in all of the sectors identified on the services wheel which accompanied the federation referendum information package. The services wheel illustrates the compiled results of our members' choices of services at each level (Final Report, Federated Structure Task Force, March 1987). The services wheel shows services from two perspectives:

a) it shows each association, executive, and board a clearly defined list of services expected by members. This will help services to accommodate members' expectations.
b) it shows individual members the services they can expect from their tri-level association, and the level of association that is responsible for each services (Final Report, Federated Structure Task Force, March 1987).

Uniqueness of Each Province

Though many of us may wish to see the same tidy package of services and structures throughout Canada, we must recognize that each province is and will be unique. British Columbia has no branch associations, but may have in the future; Yukon has no branch associations and probably never will. Alberta, Ontario, and Manitoba have achieved registration of home economists; some provinces have no plans for registration. Some provinces have several home economics faculties; Saskatchewan no longer has one.

Each province has the right and the responsibility to accommodate the federation in a manner that best suits the interests of its members, provided that the basic concepts of federation are maintained.

Future Structure Changes

In order to ensure smooth transition into federation, only the essential structure changes have been made to date — those changes pertaining to direct representation from the branch level to the provincial level and the provincial level to the CHEA board. Thus, structure approved through the referendum has not been fully implemented. The following are the variations from the structure approved by the referendum:

- Each province will have one vote on the national level board as presented, however, Ontario will continue to have three representatives (Minutes of the CHEA Board Meeting, January 28, 1990).
- No motion has been proposed to date regarding the name of the national level board, consequently it will continue to be the "CHEA Board", instead of the "National Council" as presented in the referendum package.
- No motion has been proposed to date regarding the non-voting executive.
- While the provincial representatives (Regional Directors) currently report to the Vice-President/ Regional Directors, a motion will be presented at the CHEA annual meeting to eliminate this link in order to allow the Regional Directors to report directly to the CHEA President, as approved in the referendum information package (Minutes of the CHEA Board Meeting, January 28, 1990).

Future changes must be expected in a constantly evolving association. Any changes to the approved structure must be made by the provincial representatives that constitute the CHEA Board. Through direct representation to the CHEA Board, every member of the federation has the opportunity to ensure that any future changes will preserve the federation ideal of a streamlined, cohesive, efficient, and cost-effective home economics association in Canada. □

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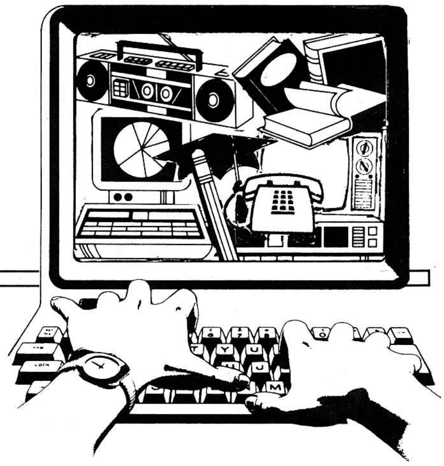
Exploring Modern Communications At Graduate Studies Level



Arthur Shears and Elizabeth Shears

Abstract

Professional home economists should be provided with the opportunity to acquire fundamental user-specific knowledge of today's modern communications technologies. To meet this need, a pilot graduate level course was developed and delivered during summer school at a Halifax university. The course comprised of nine modules which ranged in subject matter from educational television and radio to computer conferencing and desk top publishing. Modules discussed the characteristics of each technology, their pros and cons, and examples of their application or potential use both in Canada and in the developing world. Practical hands-on learning activities allowed students to develop basic competencies in using these technologies. The course was rated very highly by the students, their only reservation being that they would have appreciated more time to improve competency levels.

Résumé

Acquérir la connaissance fondamentale de l'utilisation des technologies modernes de communications représente un défi de taille pour les économistes familiaux. Pour répondre à ce besoin, un programme d'études supérieures a été conçu et offert en session d'été à l'université d'Halifax. Le cours comprend neuf modules portant sur des sujets tels que: télévision, radio éducative, ordinateur, téléphone-conférence et autres. Les modules proposent des discussions sur les caractéristiques, les avantages et les inconvénients de chaque technologie et de même sur les utilisations possibles au Canada et dans les pays en voie de développement. Des activités d'apprentissage permettent aux étudiants d'acquérir des compétences de base dans l'emploi de ces technologies. Ce cours a été très apprécié par les étudiants. Leur seule réserve est venue du fait qu'ils ne disposaient pas suffisamment de temps pour améliorer leur degré de compétence.

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Acknowledgements

The HOM 658 course — Modern Communication was offered by the Home Economics Department of Mount Saint Vincent University during the 1988 Summer School period.

Introduction

The previous article in this series described the communication needs of the home economist in an increasingly competitive information-based society. Both an understanding of the opportunities offered by newer communications and information technologies, as well as a rationale for some exposure to their operation were presented. These needs were described in the context of a model of purposeful communication which helped identify where, in the communication process, new technologies can have the most impact. It was suggested that home economists could apply these technologies in the preparation and delivery stages of their communication activities. This article looks at the development, content, and structure of a pilot graduate level course which was designed to develop an understanding of and competencies in modern communication methods.

Rationale for the Development of the Course

The complexity and myriad of modern communication technologies, which abound in today's society, make finding the ideal opportunities for providing or obtaining professional development and training specific to the individual user's needs, a difficult task in terms of both costs and timing. However, home economists who have already registered in graduate level studies to update and develop their professional skills seemed to provide a suitable environment for piloting a course that explores these technologies. It should be noted that participation in graduate level studies in the home economics programme being discussed is not limited to formal educators. Participants of the course outlined in this paper included dietitians, a guidance counsellor, an educational administrator, home economics teachers, and a university-level instructor. One major advantage of graduate level studies is that it provides for the extensive time allocation required to achieve basic level skills and knowledge of such technologies.

Course Design Considerations

Communications and information technologies have both theoretical and practical elements. For example, literature on audio conferencing has evolved in areas such as presentation styles, formats for sessions, and questioning strategies (Appel, 1984; Burge, Norquay, & Roberts, 1988). However, this literature is of little practical value if the professional does not have rudimentary knowledge of how to use the equipment. For this reason, the course was developed to combine the *theoretical* with as much *hands-on* experience as possible.

Another important consideration was to draw on applications of these technologies in both Canada and the Third World. This particular slant was chosen because of the authors' own overseas experiences and interests and because of the current home economics focus on overseas twinning projects. Apart from these reasons, it is interesting to note that some of the most innovative initiatives in education and communications technologies have been conducted in developing nations. For example, audio conferencing via satellite was used to link university campuses in the West Indies (Tientjen, 1987); and women's television programmes were broadcast via satellite in India as early as the mid-70s (Clergerie, 1981). By having a wide variety of examples, students could begin to understand where technology was appropriate. Three other decisions set the structure of the course:

- Study of the technology should be done in the context of a communications model.
- The course should be modular in design.
- Local resources and facilities should be identified and utilized in the course as much as possible.

Context

It was expected that many of the potential applicants for such a course would be working in teaching, training, and counselling roles. For this reason, a purposeful model of communication was developed and used. This model involves the identification of needs, and the development, delivery, and evaluation of communication. Using this model would help students clarify needs or problems in their own work situations and isolate those where an application of technology could be appropriate.

Table 1: Course Modules

1	Communication and training cycles
2	Television
3	Radio
4	Electronic mail
5	Computer conferencing
6	Desk top publishing
7	Counselling and teaching by telephone
8	Computer based training
9	Open and distance learning

Modular Structure

Dividing a course into modules has numerous advantages. Each module is systematically structured and usually follows a format, with its own objectives, references, textual materials, learning activities, and evaluation criteria. Knowledge engineering of this type assists students in achieving module objectives. As students progress through a modularized course, they are able to experience a feeling of accomplishment at each successful step. This is an important consideration at all levels of learning. Also, as needs change, modules may be added, revised, or deleted from the course materials. Since each module is a stand-alone unit, it is also possible to utilize them as the basis for short topic-specific workshops.

Using Local Resources

A common argument used by "technophobes" is, "we don't need that, it's too foreign . . . or advanced . . . or technological . . . or costly". To stress the point that communications and information technologies are integral to today's working environments, local facilities and resources were identified and incorporated into the course. Available university resources included audio-visual services, computing centre services, and the Distance University Education by Television (DUET) studio. Resources in the larger community included the local cable television stations, several broadcast television and radio stations, in addition to the provincial telephone company. Within most communities in Canada, there are usually several such resources available to be "tapped".

Course Content

The final course design included nine modules which were delivered in a one-half unit summer school course (see Table 1).

The course was run on weekday evenings because many of the students were part-time. However, students were informed that practical work and field visits were required; these were scheduled during afternoons. Some working students used vacation days; others arranged to take some time off work to participate in field visits.

In preparing the nine modules, every effort was made to incorporate instructional text design principles (Hartley, 1985). For example, pages were divided into thirds: the right two thirds reserved for text, and the left third for key points, mnmonics, etc. This design makes materials easier to read, allows for quick review using headings and sub-headings, and provides ample margin space for the

Table 2: Course Modules

Cover Page	All modules were listed; a graphic highlighted the module in question.
Introduction	Module objectives Overview of contents List of independent learning activities List of references/further readings
Content Pages	Consisted mostly of original material but where other sources were available, these were utilized. For example, a COSY (Dalhousie University, 1988) computer conferencing manual was purchased from the computer department.
Activity Sheets	Things "to do" that helped consolidate learning. Each activity had objectives listed, required materials and equipment itemized, and described the procedure.
Appendices	This section contained copies of checklists, guides, or other resource material. For example, the telephone company provided booklets on tele-conferencing and information sheets on fibre optics.
Module Evaluation Sheet	Each module contained a one page evaluation form which was completed immediately after the module.

Table 3: Selected Practical Activities During Course

Module Title	Description of Practical Activity
Television	In the DUET studio: • Familiarization with equipment • Participate in an interview • Prepare and deliver a demonstration for TV Field visit to CBC Halifax
Radio	Field visit to local CBC radio station Interview with managers of local radio stations
Electronic mail	Demonstration of FAX, ENVOY100, and NETNORTH Practise using COSY E-mail
Computer conferencing	Demonstration and practice using the COSY system
Desktop publishing	Demonstration and practice using Pagemaker page makeup software
Counselling and teaching by telephone	Practice using audio-conferencing equipment Half-hour video-conference between Halifax and Toronto set up by the local telephone company
Computer based training	Demonstration of various CBT applications (A field visit was planned but cancelled because of lack of time)

students' own notations. Materials were desk top published as an illustration of the print quality that this technology can produce, then duplicated double-sided on 8½" x 11", 3-hole punched paper. Students provided their own binders for modules and handouts, thereby assembling their own modern communication manual. Each module followed the standardized structure shown in Table 2.

Methodology

Discussions and lectures were the primary classroom teaching tools. These were supplemented by case studies, videos, practicals, and field visits. Field visits and hands on activities were scheduled for late afternoon before class started. The number and variety of practical activities was one aspect of the course particularly appreciated by the students. Table 3 provides a list of some of the activities conducted during the course.

In general, the classroom portion of the course was used to introduce and discuss each module. It was particularly beneficial to have participants discuss their previous exposure (or lack of) to each technology. Even those who were previously familiar with a particular technology discovered new Canadian and overseas applications.

Course Evaluation and Student Assessment

Module evaluation sheets were used to receive feedback from the students which: 1) allowed some degree of formative evaluation during the course, and 2) provided information for revisions to the course prior to future delivery. Feedback of both types were beneficial to the instructors. In fact, day one feedback led to less emphasis on formal lecturing and more on discussion. Other suggested adjustments to course scheduling and type and amount of student assessment have been incorporated into course revisions.

In general, the students were enthusiastic about the course. They found the learning activities relevant and interesting and found the content to be of practical value. The student manual was highly rated. One negative point about the course was the shortage of time to cover the material. Many students were eager to discover the new technologies and wanted to spend more time on some of them. However, time pressures of a short summer school course made this impossible.

In a modular course, student assessment is best conducted at the end of each module. For this course, assignments included hands-on work with equipment, review of relevant articles, and analysis of local communications facilities, to name only three. For their major project, students had to identify a real-life, work-related problem and prepare a strategy to tackle it, incorporating at least two of the technologies covered in the course. During the last class, each student described the problem situation and presented a possible solution, including any materials produced.

Conclusion

Modern communication competencies are different from those usually developed in undergraduate home economics courses. Individuals may be able to acquire them on the job, but a suitable university course could provide a more effective and efficient learning environment. The authors piloted such a course in modern communications and information technology, to: 1) look at what technologies are available; 2) determine how relevant they would be to home economics professionals; 3) assess strengths and weaknesses of each technology, and; 4) consider possible applications. By providing the opportunity for some hands-on exposure, students were able to develop both an understanding of, and basic competency in, some modern communication techniques. Evaluation results clearly indicated the course was well-received, useful, and exciting for the participants.

Other institutions providing higher level home economics studies or professional upgrading may wish to explore the development of similar courses in modern communications and information technology. ☐

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An Overview of Current Issues in Child Sexual Abuse

Heather Coleman, Grant Charles, and Bonnie Rude-Weisman

Abstract

Sexual abuse of children often poses difficulties in understanding for the lay person and professional alike. It has become apparent, within the last decade, that it is pandemic within western society. Reports of child sexual abuse are increasing at an alarming rate; yet reported cases are often only a fraction of actual prevalence levels. As the issue becomes more intensively studied, we are developing an awareness of who the victims and perpetrators are. Although there are no unequivocal answers as to why an adult would be motivated to sexually abuse a child, we do know that sexual abuse is not confined solely to relationships external to the family. Good detection and protection are key concepts to halve the proliferation of offences. Such efforts need to be in conjunction with sophisticated treatment approaches aimed at the offenders. When there is a comprehensive, coordinated effort on the part of key treatment personnel as well as with communities, we will be much closer to eradicating the problem. Developing an awareness of the incidence of sexual abuse has drawn us one step closer to the solutions.

Résumé

Il semble aussi difficile au profane qu'au professionnel de comprendre le problème que posent les abus sexuels dirigés vers les enfants. Dans la dernière décade, le problème est devenu une véritable épidémie dans nos sociétés occidentales. Les cas d'abus sexuels de l'enfant s'acroissent à un rythme alarmant; et les cas connus ne sont souvent qu'une infime proportion de l'état de fait actuel. Etant donné que les cas connus ont été étudiés, on peut connaître la personnalité et des victimes et des agresseurs. Bien qu'on ne connaisse pas toujours les motifs qui poussent un adulte à abuser sexuellement d'un enfant, nous savons que les abus sexuels ne se limitent pas uniquement aux relations hors de la famille. La détection précoce et la protection efficace sont des mesures à prendre pour enrayer la prolifération des agressions. De tels efforts nécessitent un traitement thérapeutique approprié avec la participation de l'agresseur. Quand il y aura compréhension et efforts conjugués tant chez le personnel traitant que celui du milieu, il sera alors possible d'obtenir des résultats positifs. L'étude de ce problème nous a permis de mieux trouver des solutions à ce fléau.

There has been, in recent years, a wide range of information published regarding the sexual abuse of children. Much of this information has appeared to be contradictory or at best confusing. This is because the very nature of the abuse does not lend itself to incisive description. Analysis is hindered by the shame and secrecy which often shrouds the abuse. This paper, within these limitations, will overview the various known aspects of this form of intrafamiliar and interfamiliar child victimization.

Incidence and Prevalence

Many studies have attempted to identify the scope of the problem but have only reached limited concurrence. Some of the lack of confluence stems from ambiguous descriptions of sexual abuse. Definitions have ranged from including sexually exploitive activities including exhibitionism and verbal propositions to full intercourse accompanied by violence (Peters, Wyatt, and Finkelhor, 1986). Their lack of agreement on definition has made it difficult to gather accurate statistics on the event of the problem. Despite these differences in definition, most authorities concur that child sexual abuse is a social problem of major proportions in Canada today.

The prevalence of child sexual abuse has been portrayed as being anywhere from 8% to 62% of the female child population and 5% to 30% of the male child population. Finkelhor (1979) suggests that one out of every five girls and one in eleven boys in North America are sexually abused before their eighteenth birthday. Herman (1981) asserted that up to 30% of all women had some sort of child sexual encounter with an adult male. By using a very broad definition of sexual abuse,

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the Badgley Commission (1984) concluded that "one in two females and one in three males have been victims of sexual offensives" (p. 93). Even if one accepts only the most conservative of these numbers, it is obvious that the sexual victimization of children is a major problem in our society.

In spite of the increased reporting of abuse (for example, the Badgley Commission found that reports increased 400% between 1977 and 1980), such reports still represent only a fraction of actual numbers. While it is impossible to determine definitive statistics on the rate of abuse, it is known that not all cases are reported. Shame, fear, and feelings of helplessness on the part of the victims often hinder disclosure. This seems to be particularly true for male victims and victims of forceful encounters (Finkelhor, 1979.)

It has been argued that the increase in the rate of abuse is the result of an improvement in the ability and willingness of people to identify and/or to report cases of abuse. While this cannot be refuted, there is also some suggestions that the incidents of sexual abuse are increasing.

Although no age group is immune from sexual abuse, there are peak risk periods where the likelihood of abuse is higher for children. In their analysis of current research Finklehor and Baron (1986) concluded that "children are more vulnerable to sexual abuse starting in the preadolescent period between the ages of eight and twelve" (p. 64).

Frankel-Howard (1989), in another review of the literature, discerned that another peak period is between the ages of two and six. Most victims, regardless of age, are females. It must, however, be mentioned that the impact of the abuse is detrimental to the victim regardless of age or sex.

Perpetrators

Most perpetrators of child sexual abuse are known to the victims. Rather than being the proverbial stranger, over 80% of the molesters of children in Canada were acquainted with the victim prior to the offence (Badgley, 1984). Many of these offenders were in positions of trust and authority over the child. As is witnessed in the recent disclosures in Newfoundland, perpetrators often gravitate to positions through which they can access a population of vulnerable children. Many of the perpetrators present an aura of respectability in the community and are often perceived as upstanding citizens. The vast majority of offenders are male.

It would appear that children are no safer within their own families. Russell (1987) determined that one out of forty natural fathers and one out of six step-fathers are liable to abuse their daughters or step-daughters. Finkelhor (1979) believes that step-fathers present five times the risk over biological fathers of sexually abusing their daughters. Other known offenders may include siblings, uncles, cousins, and grandfathers.

Indicators

Children who have been sexually abused can oftentimes be identified by a number of physical and behavioral signs. Although these signs are not definitive, ie. the presence of one indicator cannot be equated with sexual abuse, the presence of a number of these signs indicates a child is stressed and that sexual abuse may be the source of the stress.

Physical indicators, if present, often take the form of trauma to the genital or rectal areas. Sometimes vaginal and anal openings may be abnormally dilated. Other signs can include pregnancy, venereal diseases, and recurrent vaginal infections. As part of an investigation of sexual abuse, it is imperative that a medical examination be conducted to ensure proper treatment for the child as well as serving as a means of gathering information for court.

Behavioral indicators of sexual abuse vary greatly according to the age of the child. As well, because these indicators are not unique to sexual abuse, they can indicate other types of trauma. Younger children, particularly preschoolers, may show disturbed sleep patterns including nightmares or a fear of going to bed. Some children regress to more infantile behavior such as thumb sucking, bed wetting, or soiling. Bizarre or precocious sex play, provocative behavior, or age inappropriate sexual knowledge in a young child may also indicate sexual abuse. It must be noted that children do not have an innate knowledge of adult sexual activities. If they are showing a knowledge in this area, it means someone has modelled or taught them the activity. For example, sexual curiosity about genitals is normal at the age of four or five, but concern should be aroused if a child attempts intercourse with a playmate or is able to describe ejaculation. Children who are victims of sexual victimization often also become withdrawn from peers. They may also experience hysterical outbursts and prolonged or unusual temper tantrums. Sometimes these children exhibit "pseudomaturity" by taking on adult roles within the family (Dawson, 1982).

The adolescent victim is liable to be misunderstood and "mislabeled". While all of the previous mentioned indicators may be present, they are often more pronounced. "Acting out" behavior is also often in evidence. Bagley (1984) has cited the existence of low self-esteem and associated self-destructive behavior such as substance abuse, suicide attempts, promiscuity, prostitution, and running away. Recent research has also associated the eating disorders of anorexia nervosa and bulimia with sexual abuse (Frankel-Howard, 1989). Most if not all of these behaviors are ultimately self-destructive. Unfortunately, people are more likely to respond, especially with adolescents, to the symptoms of the abuse and overlook what is causing the behavior.

Sequelae

There can be no doubt that the victims of sexual abuse are traumatized by the event. However, individual reactions vary according to the length and type of abuse as well as the relationship with the perpetrator, the quality of the environment supporting the victim, and how the disclosure is handled when and if it is presented. The consequences are therefore unique to the individual.

Despite this, most authorities agree that the sexual abuse has a detrimental impact on the well-being of the victim. Such effects have both short- and long-term implications. Portu, Blick, and Sgroi (1983) have classified a series of areas of impact upon the victim. These include the "damaged goods" syndrome in which the child feels physically damaged. It also includes long-term feelings of guilt triggered by unrealistic feelings of responsibility regarding the abuse and for the problems that can arise after the disclosure. There can also be fears of reprisals, depression, low self-esteem, and poor social skills.

For those children who are abused within the home we can also expect them to suffer from feelings of being out of control of their life and environment. Many victims also display repressed anger and hostility, an inability to trust, and blurred role boundaries. Often the individual can exhibit a confusing combination of pseudomaturity where the young person appears adult-like and behaviors associated with someone who has become struck at a younger developmental age. The result is an individual who assumes adult tasks at the expense of their own personal needs. Finally, many victims show a lack of problem solving skills associated with low self and environmental mastery skills.

Disclosure, Protection and Prevention

Most provinces now require, as outlined in their child welfare act, all individuals to report any suspicion of child sexual abuse, indeed all forms of abuse, to the local child protection service agency and/or the police. An investigation will then occur which will attempt to determine if abuse is indeed happening, who the perpetrator is, and what are the specifics of the situation. Because this information may be used in court, the investigation is best left to individuals who have specific training in this area.

Often the child discloses, not to the investigator, but rather to a trusted adult. Although probably not trained in investigation, it is imperative that this trusted adult listen to the disclosure. Usually a victim has had to build up the courage to disclose his or her "secret" and may not be inclined to restate the facts if rebuffed at any point. It is therefore important that the adult actively listens to the child in a non-judgmental and neutral manner. The adult should attempt to stay away from leading questions while encouraging the young person to disclose everything he or she is comfortable stating.

This can be an extremely stressful experience for the young person and the adult. The adult will often hear graphic information from the child that is almost impossible to believe. Even when the indicators are clear and disclosure occurs, "there is a tendency to disbelieve childrens' revelations of abuse and that this acts as a deterrant to the children who want to talk about their predicament" (Frankel-Howard, 1989, p. 46).

Young people sometimes recant their story particularly when encountering people who doubt their words. This may lead some adults, who lack the background understanding in sexual abuse, to conclude the child was lying. In fact, "It is far more common for a child to make a false retraction than to make a false accusation of abuse" (Frankel-Howard, 1989, p. 46).

One can appreciate why a child would retract an accusation when one understands the tremendous pressure placed on the individual. The child is often blamed by the other members of the family for its troubles and/or disintegration. The child is also sometimes removed from the home by child protection workers. This can be perceived by the child to be punishment. It is also not unusual for the offender to put pressure on the victim to recant. The end result is that disclosure of the abuse can turn the young person's world upside down to the point that a retraction can seem to the child to be the easier route out of a difficult situation.

If a child's disclosure of sexual abuse is met with a calm, accepting response, prognosis for the child's healing is far more positive. This healing process can be further enhanced if the adult receiving the disclosure gives the child five very easy messages:

- I'm glad you told me;
- I believe you;
- you are not to blame; it was not your fault;
- I will do everything I can to protect you; and
- Things will get better for you.

With these five messages, repeated many times, a child can overcome the aftermath of sexual abuse.

The best form of intervention, however, is through protection and prevention. Both require recognizing the precipitating factors of sexual abuse. This is important in order to identify the targets of prevention. Included in these preconditions are the perpetrator's motivation to abuse, his ability to overcome personal inhibitors and environmmental impediments, as well as his ability to access a vulnerable child (Finkelhor, 1986).

The majority of the prevention programs currently in vogue focus on decreasing the vulnerability of the child by teaching them to say no to uncomfortable and unwanted touch. These programmes also encourage children to tell someone if, in fact, they have been touched.

These programmes place the responsibility for prevention and protection on the child while often failing to address the above-mentioned preconditions. It is important to recognize that children remain vulnerable because of their dependency on adults. Thus these prevention programmes cannot fully protect children.

Programmes focusing on the prepetrator could also be considered as tertiary prevention. These programmes attempt to eradicate the perpetrator's motivation to abuse and the ability to overcome personal inhibitors. The success of this is open to review and subject to the basic question of "how successful is treatment of the perpetrator". In spite of the intensive and often brilliant work in this area, it is far too premature to dispense of accolades. One of the key figures in treating offenders, Nicholas Groth (1983) concludes that a cure (precondition 1) is too much to hope for. Rather specialists need to work at helping molestors develop a life-long vigilance of self-control (precondition 2). "Bad habits" are not only difficult to break, but abstinence from these "habits" is also difficult to maintain!

The third precondition, that of environmental impediments, include such variables as building in strong social supports for children whereby there is a trustworthy adult accessible to the child at all times. Most frequently, our society has ascribed this role to mothers. However, even this is not failsafe and may even conflict with the evolving needs for independence and autonomy of the developing child. Adequate supervision (primary prevention) needs to be juxtaposed with believing the child (secondary prevention) should abuse occur. Furthermore, much culpability has been placed on the mother for providing environmental impediments, often implying that she is responsible for all other preconditions as well. This is particularly true of intrafamiliar abuse. A realistic appraisal is that the mother cannot be expected to hover over her children should she be the sole person entrusted with a protective role.

While not meant to be totally pessimistic, the caveats around prevention should serve to spur us on to *comprehensive* programmes, addressing all the preconditions of sexual abuse.

Conclusions

Without quibbling about statistics, it is evident that sexual abuse is a problem of major proportions in our society today. Apart from the human toll, there are also major economic problems associated with child sexual abuse. This includes not only the monies invested in dealing directly with the aftermath, but also those involved in the long-term sequalae such as mental health problems, substance abuse, prostitution, unwed pregnancy, and a host of other draining social issues. Clearly "an ounce of prevention is worth a pound of cure". As such, everyone needs to be included in the prevention.

Yet amid skepticism about the alarming extent of the problem, the Badgley Report aptly states "If a problem is not recognized, there is little likelihood that it will be seen to occur" (Badgley, 1984). We can at least pat ourselves on the back that we have now acknowledged the extent of the problem. The next step is to collectively, as a society, do something about the issue. □

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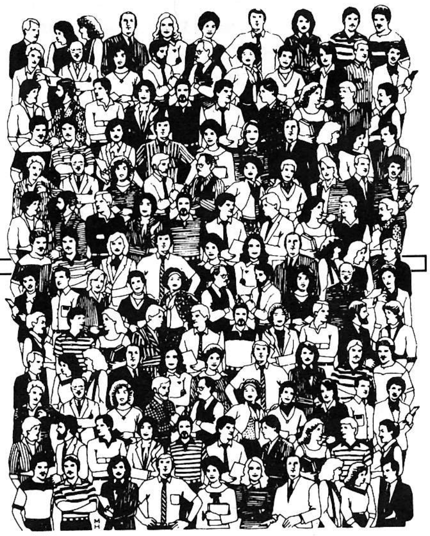
Student-Professional Liaison in British Columbia

A. Marie McNaughton, Jane Promnitz, and Vicki Dolling



Abstract

This article describes a number of student-initiated and professional organization-initiated activities in British Columbia, which promote student liaison with practising home economists and home economics professional organizations. Professional home economists and professional associations are encouraged to establish liaisons with students, to strengthen the future of the home economics profession. This information was originally presented at the ACHES sponsored issue forum on student-professional liaison at the 1989 CHEA annual conference.

Résumé

Cet article décrit l'initiation d'un nombre d'étudiants aux activités d'organisation professionnelle en Colombie Britannique. Ces activités ont permis aux étudiants de voir les liens entre le travail des économistes familiaux et les organisation professionnelles d'économie familiale. On encourage donc les associations professionnelles d'économie familiale à établir des liens avec les étudiants afin d'assurer la survie de la profession d'économiste familiale. Cette information fut présentée lors du forum sur les liens professionnels des étudiants de l'ACHES (Association canadienne des étudiants en économie familiale) au congrès annuel de l'Association canadienne d'économie familiale en 1989.

It is not easy for today's home economics student to establish a link with the profession of home economics in Canada. The majority of students attend a faculty or school which is not labelled *home economics* (Murray, 1988). They are also more likely to specialize in one area of the field rather than enroll in a comprehensive program (Murray, 1988). This may lead to an affiliation with their specialization rather than to the profession as a whole.

Once their degree is complete, students frequently move into jobs that do not carry the title of home economist. Often they work in isolation from other home economists. This may lead to further alienation or disinterest in identifying with the profession of home economics. This could be a contributing factor to the low involvement of new graduates in the home economics professional organizations. For example, of the over 500 graduates in 1989 from home economics-related programs in Canada (1988-89 Undergraduate Enrolment Data, 1989), only 11 individuals took advantage of the half-price fee to join CHEA. An additional 19 incentive award winners received one year memberships free (E. Boynton, pers. comm., November 29, 1989).

Home economics students are exposed to the field they are entering through their studies, professors, and peers. These experiences need to be balanced with practical insight into the world of practising home economists. As role models, practising home economists can have a significant impact on students' career development by socializing students into the professional culture of home economics and by broadening their perceptions of the field (Shapiro et al, 1978; Bucher & Stelling, 1977; Baugher & Kellet, 1983). Bucher and Stelling's (1977) research showed that students and young professionals developed their own professional identity by picking and choosing traits from a number of role models. To appreciate the diversity of areas of practice within home economics, students require exposure to a number of practising professionals.

This article examines some of the student-initiated and professional organization-initiated activities, designed to introduce students of the School of Family and Nutritional Sciences at the University of British Columbia to professional role models.

Marie McNaughton graduated from UBC in 1989 with a BHE. As a student, she served as junior and senior career representative for the Family and Nutritional Sciences Undergraduate Society. She currently works as a freelance home economist in Calgary, Alberta and serves as the CHEA Membership Chair. **Jane Promnitz**, Ed D, was Assistant Professor of Home Economics Education at UBC at the time of the mentoring project. She is currently working as an instructional designer for the Learning Resources Unit at the British Columbia Institute of Technology. **Vicki Dolling** received her BHE from UBC in 1984. She has held a variety of positions at the executive and committee level for BCHEA and is currently vice-president of BC-HEIB. She is employed as a program consultant in Blood Donor Recruitment for the Canadian Red Cross Society.

These ideas are presented as an example of some of the initial steps that can be taken to enhance our profession for future generations of home economists.

UBC Student Initiated Activities

The Family and Nutritional Sciences Undergraduate Society (FNSUS) has two professional development positions on the Executive Council: junior career representative and senior career representative. A student accepts a two year commitment, moving from the junior role to the senior role in the second year. Individuals elected to these positions work together to establish liaisons with professional associations, organize professional development opportunities for students, and maintain an active role in the Association of Canadian Home Economics Students (ACHES). Throughout the year the junior and senior career representatives organize a number of activities to encourage student/professional contact:

- In September, all the professional associations are invited to send representatives to the Professional Organizations Day on campus. Students are given an opportunity to meet the association representatives informally, to gain an awareness of the aims and goals of each organization, and to become participating members.
- FNSUS purchases memberships in local and national professional associations. The newsletters and journals are posted in the Commons Room, and upcoming meetings and workshops are advertised to students.
- Throughout the year, professionals are invited to speak about their career or a professional development topic.
- A strong emphasis is placed on the annual Career Night. Professionals from a wide variety of professional careers in home economics are invited to talk informally with students about their positions and opportunities within their career areas. To encourage conversation, a flyer describing each professional's background is distributed to students. A display gives students information about other career avenues to explore.
- The career representatives maintain a job board in the FNSUS Commons Room. Through the local professional associations' newsletters, professionals are encouraged to advertise for volunteer and part-time work.
- Each spring a list of students available for summer work is prepared. This list includes the student's year and major, career interests, and the type of work desired. This list is distributed to home economists in business and advertised in professional association newsletters.

FNSUS students have shown strong support for these endeavors. These activities have contributed to expanding their awareness of the field of home economics and affiliated professional organizations. This is possible through the commitment of individual professional home economists and professional associations who support and encourage student activities.

Professional Organization Initiated Activities

The home economics professional organizations also encourage student-professional contact through a number of initiatives:

- Student membership and workshop fees are offered at a reduced rate. Students are encouraged to participate in events even if they are not members.
- Whenever possible, to facilitate student attendance, meetings and workshops are held on campus.
- Students are asked to serve on committees. Examples of committees which included students are the CHEA university task force, an international development committee, and a scholarship feasibility committee.
- Students are encouraged to use professional organizations' newsletters to promote student activities and to inform home economists about what is happening at the university.
- Students' academic and leadership abilities are recognized through scholarships and awards sponsored by professional associations.
- Professional organizations have a visible role in the Graduation Ring Ceremony. They offer formal congratulations in the program and present a rose to each graduate during the ceremony.

A formal attempt to encourage student-professional liaison took place in 1986 when the British Columbia Home Economics Association (BCHEA) initiated a mentoring project. The Canadian Home Economics Association granted a portion of the profits from the 1985 national conference, hosted by BCHEA, to fund this project.

A mentor is an experienced professional who takes an active interest in the career development of a new professional (Wright & Wright, 1987; Baugher & Kellett, 1983). The mentor encourages and supports the aspirations of her protegé, gives the protegé exposure to her work environment, and shares some of the unwritten rules and politics associated with the profession (Bova & Phillips, 1982). This project matched professionals in the field with students, recent graduates, or home economists wanting either a career change or to get back into the field. (To simplify, all these individuals will be referred to as students.) Each student worked with a professional home economist on a specific project related to the home economist's work environment. This approach to professional/student liaison has several potential benefits:

- A project format gives students and professionals a reason to spend time together. Many students are uncomfortable with approaching professionals to talk to them about their background and their profession.
- The students are given an opportunity to explore an area of home economics that interests them. They gain valuable experience and the potential for a good reference from within the profession.
- The professional gains by having a project completed that she may not normally have the time or the resources to complete. She also benefits from the new perspectives and ideas provided by the student.
- The exposure to an active professional can play an important role in the socialization of the student into the profession of home economics. The student gains an increased understanding of what it means to be a professional home economist and the importance of supporting the professional organization.

Six professional home economists and seven students participated in the UBC mentoring project. Examples of some of the projects are as follows:

- A mailing list was developed for the B.C. Egg Marketing Board resource material.

- Recipes were edited for a beef cookbook.
- Two students observed and assisted a secondary teacher in the classroom to gain more insight into whether or not they wanted a career in teaching.
- Opportunities for international experiences for home economists were assessed.
- A consumer guide showing nutritional information in commonly used portion sizes of some dairy products was begun.
- An exploration of food-related careers was begun.

The results of the individual projects varied. Some were extremely successful, while others were not completed. The biggest problem appeared to be the time commitment required. Both professionals and students found it difficult to fit the project into their schedules. Students tended to give the project low priority since it wasn't a marked assignment. Should a project like this be repeated, the following recommendations should be considered:

- Spread the project over a longer period of time than three months.
- Schedule the project outside of the regular school year.
- Work with the University to make it a graded assignment.
- Provide exposure of students to professionals that allows for a more natural pairing between mentor and protegé.

Other Options — Getting Involved

There are many projects that professional associations, individual home economists, or students could pursue to promote understanding of different careers in home economics and to encourage the socialization of new professionals into the field. The following suggestions could be a catalyst in eliciting significant interactions in your situation:

- Organize a period of time, perhaps one or two weeks, for professional home economists to host student visits at their place of employment. A schedule of available people and times would be given to the student body for students to sign up. This activity could be held in conjunction with a special week on campus such as Home Economics Week.
- Provide volunteer, part-time, or summer job opportunities for students. The professional association could get involved by operating a referral service with the student council.
- Exchange information between professional and student associations. Professional organizations could provide a free membership or free newsletter to the undergraduate society.
- Organize social events, career days, workshops, and speakers that are specifically targeted to students, giving students as many opportunities as possible to find out more about the careers in home economics and the value and importance of supporting the profession as an active professional.
- Ask students to sit on committees of professional organizations. These should be committees that they can make a contribution to without demanding too much of their time. This allows students to start networking by getting to know a small group of professional home economists better and may give them some formal recognition with the organization for their efforts.
- Set up an informal network matching professionals and students, such as the program outlined in the CHEA's Professional Partner's Program. Such a program would start with a social event for students and professionals to get acquainted.

Summary

Today's home economics students are the future of the home economics profession. These students face momentous obstacles in attempting to establish professional identity and affiliation. In order to overcome these obstacles, students require the support of committed home economics professionals to broaden their perspectives of the field of home economics and to develop strong links to the profession. The encouragement and nurturing of student-professional relationships need to be placed high on the priority list of individual home economists and professional organizations. This is vital for the survival and growth of the home economics profession. □

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Canadian Home Economics Association 1939-1989

Norma Bannerman, Shirley Rebus and Arlene Smith

In July of 1939, Winnipeg hosted a gathering of enthusiastic home economists who were intent on laying the groundwork for a national association. By that time home economics was not a new field of study in Canada. University degree programs were well established in ten universities, and the subject was widely taught to junior and senior high school students and groups of adult women. Local associations of home economists existed in a number of centers, but these groups were scattered, few in number, and there was no mechanism to bring them together for shared professional activities. The spark to achieve this came from the Manitoba Home Economics Association.

The Founding Convention

The founding convention was held July 4-6, 1939 at the Royal Alexandra Hotel in Winnipeg. Although most of the 116 delegates were from Winnipeg, all provinces except Quebec, Nova Scotia and Prince Edward Island were represented. The delegates included teachers, university lecturers, hospital dietitians, homemakers, and home economists in home service, government, and journalism.

In the first few minutes of the business meeting, a motion to organize a national association was unanimously passed. This was followed by a motion naming the new organization the Canadian Home Economics Association (CHEA). The accepted aims and objectives of the organization were:

1. to bring about a closer cooperation between the branches of home economics,
2. to coordinate the aims and objectives of all branches of the profession and of the provincial and other Canadian groups,
3. to promote the welfare of the Canadian home and to serve the community life of Canada, and
4. to encourage and aid investigative research and surveys and to make available reports, pamphlets, etc. relating to home economics.

The program featured sessions on nutrition, synthetic fibers, Ontario's new province-wide curriculum, and the work of home economists in various occupational settings. There were public lectures on "Home Economics and the Community" and "The Home Economist and the Consumer."

But it was not all work. Although it would not have been called networking back then, there were several opportunities for delegates to strengthen friendships and discuss their work with colleagues. The University of Manitoba hosted a tea in the newly-constructed practice house, the Swift Canadian Company provided luncheon following a tour of the plant, the Men's Press Club gave a cocktail party, and the Winnipeg Tribune hosted dinner at the St. Charles Country Club.

The convention received excellent coverage from the two Winnipeg newspapers. Jane Horn of the *Winnipeg Free Press* pointed out that it was:

> no ordinary convention of people but a meeting of women whose work is vitally allied with everyday living . . . their research . . . the means to the end of making life more pleasant, healthful and economically sound for the homemakers of the nation and consequently for the nation at large.

Conventions Over the Years

For CHEA members, conventions have been a time of meeting and sharing. From concluding remarks at early conventions, we sense the excitement and unity fostered by the newly-formed association.

The 1950's was a time to define the organization and set standards. Incorporation was one lasting result. Many conference sessions focused on family living, and this intensified throughout the 1960's when communication and public relations were also new areas of interest.

The biggest issue of the 1970's was preparing for, coping with, and planning for the future. There were also sessions on ethics in marketing, the needs of minority groups, the new consumer climate, single parenting, daycare, and the metric system.

The 1980's became more introspective and focused on professionalism. There was recognition of strength through diversity, professional development, and the need to broaden the role of the home economist. Networking, job sharing, professional reentry and management were issues of concern. Research presentations were also included in the program.

As the conferences moved back and forth across the provinces, delegates experienced the diversity of this

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country. Local talents, specialties and resources helped to make each gathering memorable and unique. Menus featured lobster in the Maritimes, beef in Alberta, a salmon barbecue in British Columbia, and an evening of Quebec cider and cheese in Montreal. Entertainment included a Maritime hoe-down, Ukrainian dancers in Edmonton, and the Royal Canadian Mounted Police (RCMP) Sunset Ceremony in Regina. Activities included a picnic supper by the Avon River at the Stratford Shakespearean Festival, a drive to Butchart Gardens in Victoria, a tour of a fish processing plant, a double-decker bus tour of Ottawa, and on and on — always the opportunity to better know the country and its people, and to expand the horizons of home economists.

Communication

In an association with widely-scattered members, communication was important. The first newsletter, published seven months after CHEA was formed, included a message from President Jessie McLenaghen, reminiscences of pioneer home economists, and accounts of addresses given at the founding convention, a list of conveners of standing committees. A chart showing membership by province indicated that membership had grown to 292 in just a matter of months.

For several years there was discussion about expanding the newsletter into a journal. In 1950 the newsletter was replaced by the quarterly *Canadian Home Economics Journal.* Although there was more emphasis on professional information, the *Journal* continued to publish news about the Association and its members. This continued until 1985 when the newsletter, *Rapport,* once again carried news items while the *Journal* focused on scholarly articles. In 1973, in response to a recommendation from the Canadian University Teachers of Home Economics (now the Canadian Association for Research in Home Economics), the *Journal* introduced a refereed research section. By 1986 the research section had earned scholarly recognition and was supported by the Social Sciences and Humanities Research Council of Canada.

Reflections of the Times

The Newsletters and Journals were a reflection of their times. For example, journal articles written during World War II show that Canadian home economists were committed to assisting the war effort through fund-raising activities, by providing information about food dehydration, and in training chefs for the Royal Canadian Air Force. In the 1940's there was concern about standardization and labelling of consumer goods, the new radar cooking range, the chemical treatment of fibers to impart desirable qualities, and the appointment of a CHEA member as director of the Chatelaine Institute and editor of the housekeeping section. Topics of the 1950's included "Mental Health and the Family", "Good Taste in the Home", "Around the World With Canadian Home Economists", "Canadian Fabrics Foundation Accepts a Challenge", "Skinfold — A Measure of Obesity", and "Careers for Home Economists" (a series of fourteen). Articles in the 1960's reflected the growing concern for global well-being, the effect of the technological explosion, and the impact of sociological change. There were items about food technology, new products and equipment, the effect of women working outside the home, the need for daycare and nursery schools, and the changing roles of men and women.

The 1960's and 1970's were times of change within the profession. A major concern of the 1960's was whether or not men were welcome, particularly in administrative positions. There were strong positions on both sides of the question. In the 1970's there was discussion as to whether home economics was the best name for the profession. Numerous articles addressed the topic of professional identity, but none was more provocative than Jennifer Welsh's "Letter from a Closet Home Economist." She shocked readers with her assertion that home economists were viewed as academically inferior, promoters of myths, and antifeminist.

Since the late 1970's, the newsletter has featured "Operation Alert," which invites members to alert the executive to concerns they have regarding social issues. Alerts have been raised on issues such as misuse of the terms nutritionist and home economist, sale of children's T-shirts with psychologically damaging slogans, sexual discrimination, Playboy television channel, nutrition labelling, stereotyping of home economiics teachers, and removal of the spousal tax exemption. Follow-up articles report action taken by the executive on these issues, primarily that of writing to media, government, school boards and store officials.

Professionalism dominated the themes of the early 1980's. In the last half of the decade, more attention has focused on the areas of home economics practice such as the family, the aged, health, and education.

Sharing Expertise With Developing Countries

Very early on, Canadian home economists' concern about the welfare of families extended abroad. In 1945 the United Nations Food and Agriculture Organization (FAO) was established, including a home economics branch directed by Canadian home economist Margaret Hockin. In the years that followed, several home economists from Canadian universities pioneered higher education abroad. Out of this grew a commitment in the developing countries toward the creation of outreach programs for rural development.

In the 1970's, CHEA began to explore ways of becoming officially involved in international development. With encouragement from the FAO, the International Federation of Home Economics and financial support from the Canadian International Development Agency (CIDA), CHEA's first twinning relationship was established between the Toronto Home Economics Association and the Caribbean Association of Home Economics in 1979. This joint project produced three textbooks for junior high school. Since then 16 other twinning partnerships have been established through local and provincial international development committees across Canada. In addition to textbook development, projects have included daycare centers and daycare worker training, consumer education, secondary school home economics curriculum, teaching/learning packages for primary schools, nutrition education, and a vocational training program for students leaving school before graduating. All of these focus on the needs of the local people and are designed to allow individuals in developing countries to have more control over their destinies. In 1983, CIDA provided funding for a program administrator, and in 1987 for a development education officer. Development education became an important part of the program, with educating Canadian home economists about development issues going hand-in-hand with twinning. To achieve this, audiovisuals and educational kits were created to help members examine specific development issues.

Committees

In 1939 the CHEA founders established 13 standing committees; today there are 21. Many committees have

continued through the years, sometimes with a change of name or focus. Three committees central from the beginning were the Extension Services Committee (recently renamed Home Economists in Government), the Home Economics Women in Business (later Home Economists in Business) and the Education Committee (now known as Home Economists in Education). Each of these committees has a story to tell, but the focus of this paper will be the work of the Education Committee.

Home Economists in Education

The objective of the early education committee — quality, effective home economics education in schools and universities — has endured. Only the focus and means of achieving this objective have shifted as times and needs have changed.

From the outset, the Education Committee was concerned about the content of home economics courses and the qualifications of teachers. In 1939, the Committee conducted a country-wide survey of home economics in elementary, junior and senior high schools, and universities.

In 1942, CHEA polled members to determine their views on minimum standards for the education of home economics teachers and for their opinions on appropriate textbooks. When each research project was completed, letters were sent to the provincial departments of education. Overall, CHEA recommended that home economics supervisors be appointed for each province and that high school home economics teachers should be well trained and have qualifications equal to those required for the teaching of other high school subjects. In 1943 a report by Dr. Hope Hunt, chair of the Education Committee, stated that educators should be urged to employ only qualified teachers and that home economics should begin by grade 6 for boys *and* girls, at least in relation to health and family living. She suggested, as well, that university departments expand according to the particular needs in their part of the country. The 1945 education report contained an outline of minimum requirements for undergraduate training of teachers, and during the ensuing year, the Committee considered minimum course standards and devised a course of studies for an undergraduate program in extension work.

In 1949, with financial assistance from the membership, and from the Canadian Life Insurance Officers Association, Grace Duggan (Cook), Associate Professor in the School of Household Economics at the University of Alberta, was appointed to conduct a nation-wide study of home economics education. This project involved meetings with home economics faculty members, graduates, and prospective employers across Canada. This study found that significant changes had occurred in educational institutions. The Duggan Report found that students' primary reason for enrolling in home economics was not preparation for marriage, as was earlier the case, but rather their desire to earn a living in a women's profession. The committee which studied the report concluded that:

> The universities must place more emphasis on preparing graduates for a professional career . . . More intensive training is required in the specialist courses, so that graduates will be more fully prepared to meet the demands of the business world . . . More specialization is required if the universities are to meet the need for adequately trained women in home economics . . . (and) emphasis should be placed on the possibility of providing a two-year core of general education subjects, followed by two years of specialization.

Over the years universities gradually changed to four-year programs and developed areas of specialization. Teacher training qualifications were raised and were more standardized across the country. Home economics curriculum in schools had always been under provincial jurisdiction, and curriculum concerns were frequently dealt with by provincial home economics associations. As a result, the efforts of the Education Committee shifted to actively supporting the teachers in the profession.

The 1968 annual report indicated that the Education Committee was gathering information about opportunities for graduate work in Canadian universities, and on vocational and technical programs in secondary schools in each province. A summary of family life and child development courses was sent to the Departments of Maternal and Child Health, and National Health and Welfare.

By 1970 there was growing awareness of the importance of consumer education, and the annual report contained the results of an extensive survey of Canadian university-level courses in consumer education and management. The survey indicated that there was "a growing awareness of the importance of [these] courses . . ." and pointed out the necessity of extending them "to all areas of the university."

Building Closer Links

Through the 1970's and into the early 1980's there was concern with structure and terms of reference for the Education Committee. The committee was structured so there was representation from each province, and closer liaison was possible because CHEA conferences were held annually. In 1977 the chair of the Education Committee, in recommending future directions, suggested that this group could be more effective if the professional aspects of teaching were emphasized. It was thought this could be done by planning an education session at each annual conference to examine issues related to the profession of teaching.

The 1978 annual report mentioned such a session for teachers at the conference, and subsequent reports indicated that special sessions and workshops for teachers were a responsibility of the Education Committee. The success of the computer workshop at the 1983 conference precipitated the idea of a travelling workshop in co-operation with the affiliates across Canada. As part of the recognized need for on-going professional development, joint ventures in continuing education have been undertaken at the provincial level.

In the early 1980's there was growing concern about the trend to downplay the importance of home economics in schools. Members in the field of education were asked to report any concerns in their areas to the Education Committee for further action by the board. In 1984 a position paper on home economics/family studies in Canadian schools was written. The report was released to members and internal groups prior to the 1985 annual meeting, and to the public in mid-August of that year. Members were encouraged to distribute the paper and use it for information and lobbying in their school area.

Shaping Public Policy

The education position paper was but one of many resolutions, briefs, position papers and reports that CHEA has prepared over the years. By 1941, the Association had advocated that the Department of Agriculture provide legislation for a simpler food grading system, for regrading of fruit removed from storage, for extension of meat grading to include all fresh meats, and for pasteurization of milk in all provinces. The Association had endorsed a proposal to the Federal Department of Health to establish Canadian food values, and recommended establishing a National Bureau of Textile Testing and Research to serve the Canadian consuming public.

Throughout the 1940's, CHEA continued to present its positions to the government. These included recommendations that piece goods and ready-made garments be labelled as to fiber content, that school lunch programs be emphasized, and that a public education campaign be undertaken to encourage the use of whole wheat flour. In 1949, a brief was presented to the Royal Commission on the National Development in Arts, Letters and Sciences regarding what home economics had to offer to the cultural development of Canada. In the 1950's CHEA recommended standard sizes for baking utensils, and standard abbreviations for teaspoon (tsp.) and tablespoon (Tbsp.). Twenty-five years later, the association worked with the government to establish standards for metric measures. In the 1980's CHEA responded to government papers on nutrition labelling, pensions, pornography and prostitution, child care, and divorce mediation.

In looking at the history of the Canadian Home Economics Association, it is evident that some things change and some things stay the same. The issues and means of responding may be different, but CHEA's concern for the welfare of individuals and families has been constant. □

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Qualitative Research in Home Economics

Gwen Chapman and Heather Maclean

Abstract

The field of home economics is concerned with helping people adapt to and change their environment in ways that lead to self-fulfillment and maturation. Because people's actions are shaped by the meanings they attach to their lives, the knowledge required by home economists includes an understanding of the ways in which people interpret their everyday experiences. Qualitative research offers access to this type of knowledge, and therefore, it is appropriate for home economists to be able to evaluate and use the results of this mode of inquiry. This article is directed to that end, providing an overview of the philosophy and procedures of qualitative research.

Résumé

L'économie familiale aide les gens à s'adapter aux changements qui surviennent dans leur milieu et les guide vers leur maturité et leur réalisation personnelle. Parce que les gens agissent en principe selon leurs valeurs, les économistes familiaux doivent compléter l'acquisition de leurs connaissances par la compréhension et l'interprétation des faits et gestes quotidiens d'autrui. La recherche, que nous avons menée sur la qualité de vie, donne accès à ce genre de connaissances. Il semble utile que les économistes familiaux emploient cette méthode non seulement pour évaluer les données mais également pour en utiliser les résultats. Cet article est donc orienté dans ce sens; il apporte une vue d'ensemble de la philosophie ainsi qu'une méthode de recherche sur la qualité de vie.

As social scientists grapple with the complex task of understanding human behavior, they are increasingly turning to qualitative research methods. Reports of such studies are appearing more frequently in academic journals, including those read by home economists (for examples, see Anderson, 1987; Maclean, 1989a; Maclean, 1989b; Story & Resnick, 1986; Vaines, 1989). This article examines the relevance of qualitative research to home economics and provides an overview of the key features of the tradition so that such reports can be critically evaluated and used effectively by home economists. Emphasis is placed on distinguishing between the philosophical underpinnings and the technical procedures of qualitative studies. A variety of methods within the qualitative tradition are highlighted.

The Relevance of Qualitative Research to Home Economics

Brown and Paolucci (1979) define the mission of home economics as helping families increase their ability to act in ways that will lead to self-fulfillment and co-operative participation in the formation and realization of social goals (p. 23). In discussing the knowledge required to fulfill this goal, they describe three different metascientific perspectives from which knowledge is produced. The first, the analytic-empirical perspective, produces theory which makes universal generalizations that can be used for prediction and control. Researchers operating within this perspective look for causal explanations of observable events. The second or interpretive perspective has as its goal of inquiry the understanding of the meaning of symbols and acts. Within the third perspective, that of critical science, theory is developed to enlighten and bring freedom from unnecessary social control. The integration of knowledge from all three perspectives is needed for the profession of home economics to fulfill its mission.

The production of knowledge from a variety of perspectives requires a variety of research techniques. In practice however, home economists have tended to rely on the quantitative tradition common within the analytic-empirical perspective (Brown, 1984). The absence of research rooted in the interpretive and critical perspectives results in gaps in understanding of the multiple, interacting factors that shape people's lives and of the significance of self-initiated (rather than externally caused) actions (Brown & Paolucci, 1979). One example of this absence has particular relevance for female-dominated professions such as home economics. Recent works by feminist scholars have pointed to the ways in which the "lived experience" of women is excluded in the theoretical frameworks developed using traditional investigative models (Belenky, Clinchy, Goldberger, & Tarule, 1986; Gilligan, 1982; Oakley, 1981; Smith,

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Acknowledgment. Gwen Chapman is supported by a Medical Research Council Studentship.

1987). Research conducted by these women using alternative models adds significantly to an understanding of ways in which women's and men's lives differ.

The knowledge base used in home economics can be enriched through the use of investigative modes appropriate to the interpretive and critical perspectives. This article focusses on the qualitative research tradition, which includes methods directed towards gaining an understanding of the meaning of people's everyday lives from their point of view, and which is well suited for the development of knowledge within the interpretive perspective. Topics of relevance to home economists that have been addressed using qualitative methods include the examination of women's experience of breastfeeding (Maclean, 1990), the process of transition to parenting (LaRossa & LaRossa, 1981), and food problems of low-income single mothers (Tarasuk & Maclean, 1990).

Table 1. Characteristics of Qualitative and Quantitative Research Traditions

Characteristics	Qualitative Tradition	Quantitative Tradition
Underlying Assumptions	Reality is multiple, changing. The observer cannot be separated from what is being observed. Meaning is produced through social interaction. Meaning is context dependent.	Reality is single, unchanging. Reality is independent from the observer. Systems can be fragmented into independent subsystems.
Goals	Explanation Discovery Understanding meanings	Prediction Verification of hypotheses Generalization of causal relationships
Research Design	Open-ended Integrated	Structured Reductionistic Controlled
Data	Descriptive, narrative Words, pictures	Quantifiable Statistical
Sample	Small, selected	Large, random
Techniques	Participant observation Open-ended interviews Document analysis	Experiments Surveys
Analysis	Interpretation Ongoing	Statistical analysis Occurs after data collection is complete

Adapted from Bogdan and Biklen, 1982; Rockhill, 1982.

What is Qualitative Research?

Qualitative research is an umbrella term encompassing a set of philosophical and epistemological premises and a number of theoretical approaches, including phenomenology, symbolic interactionism, and hermeneutics. Although the details of these approaches vary, they are characterized by the conviction that the meaning of social phenomena is context dependent and that such phemonena are best studied from the participants' perspective. Data are usually collected "in the field", that is, in the physical and social context in which behaviors normally occur. The data are primarily descriptive in nature, and reflect the point of view of participants as much as possible. The primary methods of data collection are participant observation, interviewing, and examination of personal and official written documents. In the final report of a qualitative study, the data are presented in narrative rather than numerical form (Bogdan & Biklen, 1982; Cobb & Hagemaster, 1987; Van Maanen, 1979).

There are important differences between qualitative and quantitative research traditions. Some of the major characteristics of each are summarized in Table 1. Examination of the categories in the table suggests that the distinguishing characteristics of qualitative research can be described in two main areas: the philosophical underpinnings, including goals and assumptions, and the technical aspects, such as data collection, sampling, and analysis. Each of these will be examined in turn in the remainder of this paper.

The Qualitative Paradigm

The term *paradigm* refers to the beliefs, assumptions, values, and practices shared by a research community (Kuhn, 1970). The underlying assumptions and research goals outlined in Table 1 can be seen as parts of different paradigms or philosophical stances from which qualitative and quantitative researchers operate.

In general, quantitative researchers are associated with the dominant scientific paradigm, of which the analytic-empirical perspective, logical-empiricism, and positivism are all examples. Such views, when applied to the investigation of human behavior, conceptualize and categorize behavior from the researcher's external viewpoint. As shown in Table 1, reality is viewed as singular, static, and existing independent of observers. The primary goal of research is to produce generalizations about causal relationships between aspects of the phenomenon of study (Brown & Paolucci, 1979; Guba & Lincoln, 1981).

Qualitative research, in contrast, is linked to an interpretive orientation that is characterized by beliefs that differ significantly from the tenets of positivism. While positivism may be appropriate for the physical and natural sciences, the human sciences are seen as fundamentally different. Humans are viewed as "thinking beings" who can make conscious decisions about how to act and can reflect upon those actions. Human responses to external stimuli are not direct, objective, and invariant reactions. Instead, responses are mediated by the subjective interpretation of those stimuli, that is, the meanings conferred on them (Rockhill, 1982; Sullivan, 1984). Thus a prerequisite to understanding people and their actions is understanding the meanings that their experiences have for them (Bogdan & Biklen, 1982).

Understanding meanings is not a straightforward task. Because people have varied experiences and varied ways of interpreting those experiences, there is no one "true" meaning or reality. Not only do different people attach different meanings to objects and events, but the same person may interpret an experience differently in different situations. These interpretations are not, however, random or idiosyncratic. People do not construct meanings in a vacuum, but through interaction and negotiation with other

people and with the socio-cultural environment in which they live. While consensus is not inevitable, people who live in similar circumstances and who interact with each other tend to develop collective meanings (Bogdan & Biklen, 1982). In addition, qualitative researchers recognize that they are themselves part of the subjective, constructed world, and can never objectively "know" the meaning phenomena have for other people. They can only attempt to interpret the communicative acts of others, recognizing that their interpretation is affected by their own subjective understandings of reality.

The qualitative research tradition includes convictions that human behavior can only be understood in relation to the subjective meanings individuals construct around phenomena; that those meanings are multiple, socially constructed, and context dependent; and that the researcher, as a part of the human world, is not and never can be an objective observer.

Despite these common beliefs, qualitative researchers are by and large a diverse group. They represent a broad range of interests and backgrounds, coming from such varied fields as sociology, nursing, anthropology, literary criticism, psychology, history, linguistics, and education. Each of these disciplines and fields has made unique contributions to the qualitative research tradition. While it is beyond the scope of this paper to discuss in detail all of these contributions and the original works on which they are based, several of the most important will be mentioned.

The first, phenomenology, has been described as the "attempt to describe experience as it is lived without concern for how it came to be the way it is" (Munhall & Oiler, 1986, p. 48). Although classical phenomenology has its own strict methodological component, phenomenologists share with other qualitative researchers a general interest in understanding how humans perceive their involvement in the world. The developers of the major phenomenological approaches include Edmund Husserl, Maurice Merleau-Ponty, Martin Heidegger, and Alfred Schutz (Schwartz & Jacobs, 1979).

Symbolic interactionism, in contrast to phenomenology, is concerned as much with *how* humans come to define their reality as it is concerned with *what* that definition is. This approach, which is generally associated with George Herbert Mead and Herbert Blumer, has contributed much to qualitative researchers' understanding of the importance of human interaction in the construction of subjective meanings (Bogdan & Biklen, 1982).

Finally, the philosophical tradition of hermeneutics, associated with Gadamer and Habermas, has contributed an understanding of the active role of the researcher as interpreter, as well as the concept of the *hermeneutical circle,* that is, meaning comes to be understood through a process of moving back and forth between examination of the general and the specific (Sullivan, 1984).

Philosophical and theoretical underpinnings such as these have crucial implications for research design. First, because the fundamental interest within the qualitative research tradition is in approaching phenomena from the perspective of the subject, specific research questions or hypotheses are not generally formed prior to commencing data collection (Cobb & Hagemaster, 1987). Instead, a problem area is identified a priori, and analytic frameworks and inferences are developed as data are collected and analyzed. These frameworks, as well as the data collection procedures themselves, are subject to modification as more is learned about the area of study. Thus data collection, analysis, and interpretation are frequently carried out simultaneously rather than separated into distinct phases (Field & Morse, 1985). Second, the understanding of meanings as socially constructed and context dependent requires an integrated approach where phenomena can be examined within the context of their physical, social, and cultural environments (Lincoln & Guba, 1986). Third, the recognition of interaction between researcher and subject requires that researchers be self-conscious about their roles. How is what is being observed affected by the presence of the researcher? What is the researcher failing to see or understand because of preconceived notions and understandings? Qualitative researchers attempt to deal with these problems by learning as much as possible about the context in which the phenomenon occurs, by reflecting on and writing about their own biases and assumptions, and by having colleagues and study participants comment on the data and its interpretation (Bogdan & Biklen, 1982; Cobb & Hagemaster, 1987; Lincoln & Guba, 1986; Van Maanen, 1979).

For many qualitative researchers, the philosophical underpinnings that differentiate qualitative from quantitative approaches are viewed as absolutely fundamental to the application of qualitative procedures. Differences are highlighted in their descriptions of qualitative research as there is a vested interest in broadening the types of knowledge that are valued in society (e.g., Achterberg, 1988; Bednarz, 1985; Bogdan & Biklen, 1982). Other researchers, however, do not place particular importance on the philosophical differences (e.g., Goodwin & Goodwin, 1984; Guba & Lincoln, 1981; Miles & Huberman, 1984). They view qualitative research only as an assembly of techniques that can be used to answer certain kinds of research questions and can be easily incorporated within the framework of a positivist tradition. Such researchers may collect qualitative data but analyze it from a primarily quantitative perspective. Ultimately, the position taken by a given researcher is rooted in that particular researcher's values and worldview. The knowledge generated from either perspective can make an important contribution to an understanding of human issues.

Qualitative Research Tradition: Methods

The interdisciplinary roots of the qualitative research tradition have yielded a wide repertoire of methods and procedures. The differing approaches have much in common but are characterized by some specific procedures. Two such examples are ethnography and grounded theory. Ethnography, which has roots in anthropology, generally encompasses the study of cultures (Spradley, 1979). Within ethnography there are a variety of styles that differ according to the researcher's focus and goal (Sanday, 1979; Brodkey, 1987). Grounded theory, which has roots in sociology, uses systematic procedures to develop ideas that emerge in the course of data collection and analysis (Glaser & Strauss, 1967; Glaser, 1978; Strauss, 1987).

Despite the existence of specific methods, there is general agreement that there are a multitude of ways to do qualitative research. The specific procedures chosen for any given project will depend on the research problem, the goals of the project, and the academic background and philosophical stance of the researcher(s). An overview of the more common techniques is presented below.

Data collection. Qualitative research designs can utilize multiple sources for the collection of data which are primarily descriptive and narrative in nature, rather than numeric. The primary methods are participant observation and individual interviews, but personal documents such as letters and diaries, official documents, photographs, and mass media productions are also used. Recently, qualitative researchers have begun to utilize focus group techniques common in marketing research (Achterberg, 1988; Bogdan & Biklen, 1982).

Participant observation involves the researcher physically entering the subjects' world to observe everyday activity, to participate in it to some extent, and to learn what life is like for those people. The split between participation and observation will vary depending on the situation and on the researcher; however, there must be some degree of each.

> In one way researchers join the subjects' world, but in another way they remain detached. They unobtrusively keep a written record of what happens as well as collect other forms of descriptive data. They attempt to learn from the subjects, but not necessarily be like the subjects. They may participate in their activities, but on a more limited basis and they do not compete for prestige or status. They learn how the subjects think, but they do not think like subjects. They are empathetic, but also reflective. (Bogdan & Biklen, 1982, p. 119).

Data from participant observation is collected in the form of fieldnotes — an explicit, detailed written account of what the researcher has observed, heard, and experienced.

Qualitative interviews are designed to elicit descriptions of the subjects' world in their own words. The researcher uses these descriptions to learn how the subjects understand and interpret their world. The style of interviewing varies. Some studies use semi-structured techniques where the interviewer guides the interview with general, open-ended questions. The subjects are encouraged to tell their stories in their own way, with their own words. At the other end of the continuum are open-ended interviews where the subjects talk about whatever interests them, and the interviewer responds to the topics raised by the subject. Whatever the style, the relationship between the interviewer and subject must be based on trust, openness, and respect. Interviews are usually tape-recorded and transcribed verbatim. If it is felt that the tape-recorder will inhibit the subject, the researcher may simply write brief notes during the interview and more complete notes immediately after.

Within a given study, there may be overlaps between interviewing and participant observation as data collection techniques. During participant observation, the researcher will frequently conduct formal or informal interviews with subjects. When interviewing is the major method of data collection, interviewers still keep extensive field notes to record their observations of what happened (e.g., visual cues that would not be recorded on the tape) and their initial interpretations of what was said.

In addition to these core methods, other methods of data collection may be used, as appropriate for the area of study. Through the use of multiple methods or *triangulation* of the data (Jick, 1979), the weaknesses of any one method can be overcome. Using qualitative and quantitative methods together is one of the most common kinds of triangulation. When both methods yield comparable data, the strength of the final conclusions is increased. Triangulation can also refer to the use of different kinds of qualitative data, or to the collection of data from different comparison groups.

Qualitative researchers generally use opportunistic and/or purposive sampling techniques to obtain participants (or other data sources) with as wide a range of characteristics as possible. Unlike random sampling techniques which are designed to ensure that all members of the population have an equal chance of being selected, the techniques used in qualitative studies are designed to ensure that phenomena may be fully described. In opportunistic sampling, participants are selected because of their availability to the researcher, and their ability to articulate and explain the phenomena under study. With purposive sampling, subjects with specific characteristics (e.g., characteristics that do not fit with the emerging theory) are sought. In general, purposive sampling occurs in later stages of a study when the researcher is attempting to validate hypotheses that have been formed. Sampling is considered to be complete when new data sources yield no new information about the phenomena being studied (Achterberg, 1988; Field & Morse, 1985).

Decisions about kinds and sources of data to be used in a given qualitative study are made throughout the research process. In the proposal phase, researchers can specify where they will begin data collection and offer their "best guess" as to how data collection will proceed. However, all procedures are subject to ongoing revision in the field, so that the researchers can respond to the emerging findings (Cobb & Hagemaster, 1987).

Analysis and interpretation of data. Analysis and interpretation of qualitative data begins in the field and ends when the final report is written. Specific techniques vary, but most analysis is associated with the coding of themes, which emerge from the data (e.g., fieldnotes, interview transcripts, letters, official documents), into categories which reflect key issues, events, and types of data. The coded data may be sorted manually or by computer, and their content analyzed for underlying themes or theoretical categories. The preliminary analysis is used to guide subsequent data collection and to find more examples of incidents or processes that fit in key categories. Eventually, new examples will no longer yield new information about the character of the theme and the theme is said to be saturated. While sampling and coding are being carried out, the researcher is also writing reflective notes describing categories and links between categories. As ideas become clarified through writing, a theoretical framework is developed to synthesize results into a meaningful whole. The final framework emerges as multiple drafts of the final report are written (Bogdan & Biklen, 1982; Chenitz & Swanson, 1986; Glaser, 1978; Glaser & Strauss, 1967; Miles & Huberman, 1984; Strauss, 1987; Turner, 1981).

While the basic analytic procedures of sampling, coding, reflecting, and integration of themes are fairly well defined, the interpretive process where participants' words or actions are translated into theory is less easily articulated. Sullivan (1984) defines the task as that of "resymbolization." In attempting to understand the point of view of the subject, the interpreter begins by attempting to describe what is important to the participants: What are their goals, desires, concerns, and intentions as they relate to the research problem? The interpretation then moves beyond individuals to relate their accounts to the larger cultural world and social conditions in which they operate. In particular, how do the structures and power dynamics of that world support or thwart purposeful individual action?

Inevitably, interpretation must still be accepted as an intuitive, creative process. The concern then becomes one of adequacy of interpretation, that is, is it "good" research (Rockhill, 1982)? The traditional criteria against which research is evaluated are internal validity ("truth"), external validity (generalizability), and reliability (Can the findings be reproduced?). It is increasingly recognized that these criteria were developed for use within the quantitative research tradition, and are not directly transferable to the qualitative tradition (Achterberg, 1988; Bogdan & Biklen, 1982; Lincoln & Guba, 1986; Rockhill, 1982). For example, within the qualitative research tradition it is understood that the interpretive process is an intersubjective interaction between participants and the researcher and therefore, while different researchers should not produce contradictory conclusions, it cannot be expected that a second researcher would arrive at identical conclusions were a study to be repeated. Because the qualitative approach assumes that there are multiple truths or realities, an inability to replicate the findings does not imply low internal validity; the different findings may simply reflect different layers of "truth". Similarly, because human actions and understandings are seen as context dependent, being able to generalize findings to another setting is not a major goal within the qualitative research tradition.

Lincoln and Guba (1986) have suggested that evaluating qualitative research for credibility and transferability would address the same underlying concerns as the traditional criteria, but would be more relevant to qualitative work. To enhance credibility, prolonged, intensive contact with the field of study is required, as well as triangulation of data and negative case analysis. The interpretation can also be checked by having selected participants and professional peers read field notes, transcripts, and drafts of reports. To maximize transferability of results, researchers must be explicit about how data were collected, the conditions under which they were collected, and who they were collected from. This will allow others to assess the degree to which findings might apply to other groups (Achterberg, 1988; LeCompte & Goetz, 1982; Lincoln & Guba, 1986; Sullivan, 1984). Lincoln and Guba (1986) propose that qualitative studies should be evaluated in terms of fairness, effectiveness in enriching understandings of various constructions of reality, and stimulation of action which results in desired change.

Conclusions

Qualitative research has an important contribution to make to home economics. The qualitative tradition offers both an integrated perspective for viewing the world and research methods aimed at understanding the meaning of people's experiences for their perspective and the relationships of those understandings to the environment in which they live. Qualitative studies can help produce knowledge within the scientific realm which is integral to helping people be effective agents within society. Other types of knowledge are also needed, including knowledge produced from the analytic-empirical perspective using traditional quantitative methods. In the past, however, research efforts have focussed almost exclusively on this latter approach, and knowledge that is rooted in the experience of people has been noticeably absent from home economics. As researchers begin to explore other perspectives and methods, it will become increasingly important for home economists to be cognizant of the potential of qualitative research to address the concerns of the field. □

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If you are interested in reviewing a book, please contact the Book Review Editor, stating your area of interest. A complimentary book which may be kept will be sent to you for review.

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Canadian Charter Equality Rights for Women: One Step Forward or Two Steps Back? by Gwen Brodsky and Shelagh Day. (1989). Ottawa, ON: Canadian Advisory Council on the Status of Women, 321 pages; Available free of charge from — CACSW, P.O. Box 1541, Station B, Ottawa, K1P 5R5.

Canadian Charter Equality Rights for Women examines the significance of the Canadian Charger of Rights and Freedoms for women's equality. It analyses 591 decisions handed down by the courts in the first three years of equality rights litigation, focusing on cases in which sex equality arguments were made. The authors investigate the extent to which women are using the Charter, how the equality clauses are interpreted by the courts, and whether the Charter has had positive outcomes for women.

The study shows that the Charter has not been good for women. Women have initiated few cases, while men have made extensive use of sections 15 and 28 to argue against affirmative action and special benefits aimed at overcoming women's disadvantage. Brodsky and Day argue that interpretation of the Charter by lawyers and judges in terms of formal equality theory rather than substantive equality has been detrimental to women.

This book is extremely helpful, it sets the Charter in historical context by explaining the inadequacies of the Canadian Bill of Rights, and the reasons women's groups worked so hard to change the lack of attention to women's systemic disadvantage in the original Charter. Second, the authors provide a clear explanation of formal equality theory and substantive equality. This helps to clarify the argument why unequal treatment is necessary to produce equality for women as a group. Third, the book makes interesting reading. Through descriptions of various cases, providing enough detail without being too technical, the authors clearly show how the courts' interpretations of sections 15 and 28 have not worked in helping to overcome women's disadvantage. An extensive bibliography and detailed appendices are also included.

Overall, Gwen Brodsky and Shelagh Day have helped to clarify how the Charter is interpreted by the courts, and how the litigation system works in favor of men. It does this in a non-technical way while providing sufficient evidence to support its claims. The book will be useful in framing arguments about the need for special provisions and benefits for women. Yes, there are still folks out there who remain unconvinced!

Reviewed by:
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The Canadian Green Consumer Guide prepared by The Pollution Probe Foundation in consultation with Warner Troyer and Glenys Moss. (1989). Toronto, ON; McClelland & Stewart Inc., 164 pages; $14.95.

The Canadian Green Consumer Guide is an interesting and valuable resource book for the general Canadian public. Written in simple, easily understood language, it clearly presents the rationale of "green consumerism."

The guide begins with explanations of the many types of environmental damage. It provides the reader with a basic understanding of the depletion of the ozone layer, the greenhouse effect, acid rain, power pollution, the garbage crisis, water pollution, and the issues of extinction and animal welfare. The seriousness of this damage is clearly shown. Rather than despairing though, the reader is encouraged to become a responsible consumer in every aspect of daily life.

The remainder of the guide provides background information and practical examples of how to make environmentally friendly choices in each of the following major areas: food and drink; cleaners; clothing and toiletries; the home; gardening; waste management; transportation; working and investing; and travel and leisure.

The old-fashioned, thrifty notions of reducing consumption and waste, reusing items, and recycling to conserve nonrenewable resources are presented as important "new" considerations for our modern throwaway society. These principles are of twofold value to the reader, since they are both environmentally and economically sound.

The guide stresses the valuable impact that each individual can make on protecting the environment, leaving the reader encouraged to practise relevant suggestions. Green consumers are also encouraged to voice their concerns to politicians and manufacturers in an effort to initiate policy changes.

The Canadian Green Consumer Guide is a fine example of the message contained within. All materials and methods of production used by McClelland & Stewart were selected on the basis of environmental friendliness.

The guide is both attractive and colorful, containing many pictures and useful tables of information.

Although readers may not agree with every fact presented in *The*

Canadian Green Consumer Guide, it is, nevertheless, valuable because it heightens Canadian awareness of environmental issues, and educates the Canadian public on practical steps that can be taken to conserve resources and protect the environment.

Reviewed by:
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Life Spaces: Gender, Household, Employment by Caroline Andrew and Beth Moore Milroy. (1988). Vancouver; University of British Columbia Press, 214 pages; $16.95.

This publication includes papers presented at a conference at the University of Winnipeg in 1985. The purpose of the conference was to study the ways in which gender relations operate in Canadian urban environments. In addition to editing the papers, the authors have provided an introductory chapter on the topic, one of the papers, and an annotated bibliography.

As a woman, I found that these papers do not relate to problems that women, especially women who are single parents, have with access to housing, equality of treatment, dominance, and power.

As a home economist, I noted that the author of the first paper, Suzanne Mackenzie, was aware of the development of the science of home economics. She related the occurrence of home economics to a change in urban structure where the city was divided into suburb and city core. This provided a new role, that of full-time housewife. Home economics was designed to help these persons.

As a Western Canadian, I noted that the thirteen authors involved in writing the eight papers were from Ontario and Quebec. Only one author referred to a women's housing cooperative in Regina. All other locations cited were in Eastern Canada or at the coastal cities of Halifax or Vancouver.

The annotated bibliography of 104 publications provides useful Canadian sources about women, sex, housing, transportation, child care, leisure, planning of urban environments, demography, labor, and single parents. Gerda Weckerle, William Michelson, and Suzanne Mackenzie are listed eight times each. They have contributed a paper to the volume being reviewed. In addition 12 PhD dissertations and 20 master's theses obtained from Canadian universities are listed.

The language of this publication is scholarly. The book will be of use to professionals working to solve social problems of women.

Reviewed by:
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Consumer Education Learning Activities by Jerry Forkner and Gail Schatz. (1989). Boulder, CO; Social Science Education Consortium, 131 pages; $15.95.

Consumer Education Learning Activities is a good package of thirty different activities that are intended to help teachers present concepts, such as: environmental awareness, advertising, and financial management to students in grades 7 to 12. Each activity is presented as a lesson plan that details the objectives, suitable grade level, time required, and procedure for the activity. As well, reproducible handouts are provided.

Overall, the learning resource is well-presented. The lesson plans are detailed enough that the teacher can teach from them with minimal preparation or modification. The topics of the activities are timely. There are three plans that address environmental concerns; an excellent section on advertising and television viewing habits; and, an innovative plan for teaching the concepts of credit and credit rating.

Despite the fact that the book is an American publication, only two or three of the lesson plans could not be used in a Canadian classroom because the information pertains to the United States.

The book would definitely be an excellent resource for teachers of the high school career and life management course (CALM) taught in Alberta, or, any other course that teachers independent living skills. Although many of the suggested junior high (grades 7-9) activities may not fit into the prescribed curricula, a creative teacher could incorporate several of the ideas into social studies or language arts classes.

Reviewed by:
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1,000 Cooking Substitutions by Debbie Khoee. (1989). Bethany, OK 73008: Glogal Trade Co., Inc., 158 pages, Soft Cover, $15.95 (U.S.), Hard Cover $22.95 (U.S.).

This book makes interesting coffee table reading and may be of some limited value to an experienced cook. For the novice or inexperienced, substitutions given are sometimes inaccurate and often misleading. The book is dedicated "to all those who had to drive to the grocery store to finish dinner", yet many of the substitutions would also require trips to the store.

In order to use this book as intended, one *must* read *A Note to the Reader*. Without it, one could completely misuse the information and expect all the substitutions to be exact replacements, one for the other. Rather than "substitute", the intent of the author seems to be "instead of . . . try the following". Substitutions given will work in some instances but are entirely inappropriate for others. Without a fair amount of cooking knowledge, this could be disasterous, e.g. 1 cup whipping cream = 1 cup half and half or 1 egg = 2 tbsp. vegetable oil and 1 tbsp. water. Elaboration, giving instances where certain substitutions would be appropriate, would have helped.

The presentation of information in this book is excellent. Chapters given in the *Table of Contents* categorize areas of substitution and under each chapter the way each food to be substituted is emphasized, making location easy.

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Family and Consumer Studies

Attributions of responsibility for an incident of sexual harassment in a university setting.

Valentine-French, S. and Radtke, L.H. (1989)
Sex Roles, 21 (7/8), 545-555.

Past survey research has indicated that very few victims report their sexual harassment experiences to someone in authority. This may be related to fears that the issue will be treated lightly or that they will be held responsible. Examinations of observers' attributions of responsibility would provide an assessment of the validity of victims' fears and uncover the circumstances that lead others to attribute responsibility to the victim. The authors believe this in turn, may prove helpful in dealing with the underreporting of sexual harassment. The purpose of this study was to determine: a) whether observer characteristics such as gender and attitudes about men's and women's roles color perceptions of sexual harassment, and b) the extent to which the victims gender and reaction to the incident affect attribution judgments.

The sample for this study consisted of two hundred and forty (120 males and 120 females) University of Calgary undergraduate student volunteers 17-50 years of age. Participants were first asked to fill in a background questionnaire and an attitudes toward feminism scale. Participants were then randomly assigned to one of six conditions that varied the gender of the victim and the victim's reaction. A sexual harassment scenario involving a university student and professor of the opposite gender was presented as an audiotape of the victim's account. After listening to the tape participants completed an attribution and sexual harassment questionnaire in response to the audiotape.

The results indicated that participants with less traditional attitudes attributed less responsibility to the victim than did participants with traditional attitudes. Females attributed more responsibility to the perpetrator and the victim of the same gender than did males. Victim reaction was shown to interact with participant gender; males responded in a manner that was consistent with information provided in the scenario (i.e., they attributed more responsibility to the victim when he/she was self blaming than when the victim blamed the perpetrator or gave no explicit reaction), whereas females attributed less responsibility to the self blaming victim than to either the perpetrator — blaming or control victims.

The authors suggest that future research should concentrate on providing evidence for the generalizability of these findings to actual victims of sexual harassment and to examine the impact of responsibility attributions on the treatment of victims.

The family environment and leaving the parental home.

Mitchell, B.A., Wister, A.V., Burch, T.K. (1989)
Journal of Marriage and the Family, 51 (August), 605-613.

In the past there has been little research examining when and why young people leave home. The authors feel there is a need to investigate the phenomena of young adults timing and reasons for departure from the parental family nest because of their possible social, economic, and psychological significance.

The purposes of this study were: a) to develop a theoretical rationale for the importance of family type as a predictor of home-leaving, and b) to test a set of hypotheses relating various aspects of the family environment to the timing of home-leaving. Data for this study was obtained from the *1984 Family History Survey* conducted by Statistics Canada. A total of 14,004 telephone interviews were conducted among equal numbers of men and women between the ages of 18 and 64. Information was gathered on the timing of marriage, divorce, remarriage, births, deaths, labor participation, and the age which children left home. The subsample for this study consisted of 2,125 home leavers who were firstborn children and who had left home between the ages of 15 and 25.

The results provide support for the hypothesis that children who grow up in stepfamilies are likely to leave home earlier than those raised in families with two biological parents. Sex of the youth and geographic region were also found to be strong predictors of the timing of home-leaving with females leaving earlier than males, and young adults in Quebec and Ontario leaving home much later than those from the Atlantic and Prairie provinces and British Columbia.

It is clear that leaving the parental home is the product of a complex set of relationships among a fairly large number of factors. The authors indicate a need to extend this research in a number of areas: direct measures of attitudes (of both parents and children) toward independence, reliance, and the "proper" timing of home leaving, measures of family solidarity (related to ethnicity and religiosity), and more extensive research on household crowding, region and work experience, and their relation to home-leaving.

Compulsive buying; a phenomenological exploration.

O'Guinn, T.C.,and Faber, R.J. (1989)
The Journal of Consumer Research, 16, 147-157.

Until recently, research in consumer behavior has focused on normative behavior. The realization that buying has an abuse potential similar to other excessive or compulsive activities has led consumer researchers to explore abnormal consumer behavior. For compulsive buyers, the inability to

control an overpowering impulse to buy pervades their lives and results in significant and sometimes severe consequences for both the affected individual and others. The purpose of this research was to provide a descriptive, phenomenological account of the constellation of attitudes and behaviors of the compulsive buyer and to assess how compulsive buying fits with the larger framework of compulsive consumption.

Data for this study were collected from a mail survey to compare the responses of compulsive buyers with other shoppers. The sample consisted of two groups; 386 compulsive buyers who had written to the California-based self-help group for problem buyers and 250 adults drawn from three Illinois cities who formed the comparison group. Five in-depth qualitative interviews were also conducted with individual compulsive buyers who were members of the California-based self-help group.

The authors found that the emergent definition of compulsive buying was one of chronic, repetitive purchasing that becomes a primary response to negative events or feelings. The results also indicated that compulsive buyers have lower self-esteem, score higher on a general measure of compulsivity, and have a higher propensity for fantasy than members of the general population. Their primary motivation appears to be psychological benefits derived from the buying process itself rather than from the possession of purchased objects. The authors suggest that further research is needed in developing a diagnostic instrument to identify compulsive buyers, as well as, on the commonalities and differences between compulsion buying and other forms of compulsive consumption.

Supplementary listing of articles:

Process power and decision outcomes among dual-career couples. Kingsbury, N.M. and Scanzoni, J. (1989). *Journal of Comparative Family Studies, 10*(2), 231-246.

An indirect test of childrens' influence on efficiencies in parental consumers behavior. Polachek, D.E. and Polachek, S.W., (1989). *The Journal of Consumer Affairs, 23*(1), 91-110.

Parenting perceptions in rural and urban families: Is there a difference? Coleman, M., Garvong, L.H., Clark, J.M., and Madren, R. (1989). *Journal of Marriage and the Family, 51* (May), 329-335.

Attributions of responsibility for date and stranger rape. Bridges, J.S. and McGrail, C.A. (1989). *Sex Roles, 21* (3/4), 273-286.

Resources, stressors and attachment as predictors of adult adjustment after divorce: A longitudinal study. Tschann, J.M., Johnston, J.R., and Wallerstein, J.S. (1989). *Journal of Marriage and the Family, 51* (Nov.), 1033-1046.

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Foods and Nutrition

Effects of emulsifiers, sorbitol, polydextrose, and crystalline cellulose on the texture of reduced-calorie cakes.

Kamel, B.S. and Rasper, V.F. (1988) (Canadian)
Journal of Texture Studies, 19 (3), 307-320.

The effects of three emulsifiers, two bulking agents, one stabilizer, and storage time on the textural and sensory properties of reduced-calorie cakes were studied.

A non-shortening batter containing sucrose was used as the control. Batter variations were made by: replacing some of the sucrose with polydextrose or sorbitol; the addition of three levels of emulsifiers including blends of sorbitan monostearate, polysorbate 60, mono- and diglycerides, and sodium stearoyl lactylate; and the addition of three levels of crystalline cellulose stabilizer. Six cakes were made from each batter with two being used for evaluation on days 1, 3, and 5. Each treatment was duplicated. Instrumental analysis was conducted to determine: moisture, calories, volume, specific volume, density, crumb firmness, elastic recovery, uniformity, symmetry, and volume index. Sensory evaluation was used to assess: grain, texture, cells, crumb color, flavor, and mouthfeel.

The results showed bulking agents could replace 30% of the sucrose and still produce an acceptable product. The addition of lower levels of sorbitan monosterate, polysorbate 60, and mono- and diglyceride blends gave positive results. The cellulose stabilizer did not improve cake quality. Keeping quality was improved with bulking agents and emulsifiers (sorbital and mono- and diglyceride blends were best).

The authors conclude that acceptable reduced-calorie cakes can be made without shortening by using bulking agents and a carefully selected emulsifier.

Ascorbic acid levels in conventionally cooked versus microwave oven cooked frozen vegetables.

Gould, M.F. and Golledge, D. (1989)
Food Sciences and Nutrition, 42F (3), 145-152.

The effect of conventional versus microwave cooking on nutrient losses was studied by evaluating the content of ascorbic acid in six types of frozen vegetables.

Retail samples of frozen peas, cauliflower, broccoli, Brussel sprouts, and green beans were cooked by the traditional boiling water stove-top method and by microwave oven using only a small amount of water to prevent surface hardening. Spinach was cooked by both methods without any addition of water. Experiments were repeated 5-7 times and analyzed for ascorbic acid and total solids contents.

Compared to the conventionally cooked vegetables, microwave cooked peas and broccoli contained significantly higher ascorbic acid values at the 1% significance level, and beans, sprouts, cauliflower, and spinach were significantly higher at the 5% level.

By using ascorbic acid as an indicator of nutrient loss due to leaching, the authors conclude that microwave cooking of frozen vegetables would be beneficial to the nutrient content of the diet.

The relationship between consumer preferences and trained panel responses.

Shepherd, R., Griffiths, N.M. and Smith, K. (1988)
Journal of Sensory Studies, 3 (1), 19-35.

This study compared a trained panel to consumer panels with respect to their responses to overall liking and particular attributes of tomato soup using hedonic and relative-to-ideal rating scales.

A trained group of 15 assessors profiled 18 attributes of 8 tomato soup samples and then indicated their degree of liking by using hedonic line scales anchored at each end by 'dislike extremely' and 'like extremely'. Flavor, color, and texture were evaluated using relative-to-ideal scales with 'just right' being in the middle. One hundred households received four samples and rated the tomato soups using the same scales as the trained judges. Another one hundred households used the same hedonic scale for overall acceptability, flavor, color, and texture.

The ratings for overall acceptability, flavor, color, and thickness were highly significantly different between the trained and consumer panels. The response to flavor was the best predictor for overall liking for both groups. The consumer groups using the different scaling methods produced similar results for texture but differed with respect to color and flavor.

This study confirmed previous studies that trained panelists should not be used to determine preferences and that consumer profile responses from one panel should not be combined with preference responses from another panel.

Consumer attitude toward irradiated foods: Effects of labeling and benefits information.

Schutz, H.G., Bruhn, C.M. and Diaz-Knauf, K.V. (1989)
Food Technology, 43 (10), 80-86.

This investigation studied the effects of label statements and other information on consumer attitudes towards irradiation.

A mailed survey, with 1003 respondents, contained questions on consumer attitudes towards pesticides, additives, and irradiation. Information on the benefits of irradiation for controlling microorganisms, quarantine, shelf life extension, and retarding spoilage was presented to the participants. Data on quality, freshness, price, and purchase intentions were obtained from the respondents for a variety of food products.

Irradiated foods were perceived to be equal to, or higher in quality, safety, and price. Descriptions of "irradiated to control microorganisms" or "to retard spoilage" tended to increase purchase intent, while descriptions related to "increase shelf life" were not as effective in influencing consumers. Consumers given a choice between fumigation or irradiation strongly preferred the latter.

The authors recommend that careful selection of label statements, regarding the purpose for irradiation, can have a positive influence on a consumer's decision to purchase.

Understanding perceptions of freshness in foods.

Stewart, L. and Anderson J. (1989) (Canadian)
Food Market Commentary, 11 (1), 18-24.

Canadian and American studies have indicated that freshness is an important factor when considering food purchases. This study was designed to determine how consumers define freshness for a variety of food products.

Market Facts of Canada undertook a qualitative study using two focus groups to develop an understanding of consumers' perceptions of freshness. They then did a quantitative study by telephone interviews of 340 households.

In general "good quality," with respect to appearance, color, taste, and texture, was the best definition of freshness for all food types. Fresh products were preferred over frozen or canned products for nutrition as well as eating quality. Some of the important indicators of freshness were: best-before dates, smell, cleanliness of package and appearance, cleanliness and neatness of store, and the feel of the food. Variations in relative importance of the indicators were noticed between types of food products (convenience came before freshness for some commodities), age of respondents, and provinces.

Quality and nutrition are thus important factors to consider when preparing fresh foods for the marketplace.

Submitted by:
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Textiles and Clothing

Textile knowledge for merchandising professionals: Significance for pedagogy in clothing and textiles.

Fair, N.B., Hamilton, J.A., & Norun, P.S. (1990)
Clothing and Textiles Research Journal, 8 (2), 29-37.

There is a two-fold pedagogical mission for the design of curriculum for undergraduate students preparing to enter the contemporary fashion/apparel industry. One goal is to educate students according to the agendas of industry so that they are marketable in that industry; the second goal is to encourage students to accept some significant responsibility for the consumer in the marketplace. This study was designed to explore ways in which undergraduate textile education could be strengthened. The purpose of the study was to assess perceived security with and importance of textile knowledge of merchandising graduates with regard to their job performance in retailing. Data were reported for 21 individual textile topics including importance/security interactions by topics and for perceptions of expectations of textile knowledge on the part of supervisors and peers. The results suggest problems with superficiality and time specificity. They also raise a number of issues for pedagogy in the field. These include (a) concern with appropriating responsibility for curriculum content, (b) the problem of communicating product knowledge as the structure of the communication changes, (c) the preparation of students for participating throughout the softgoods channel, and (d) the value of teaching from a global perspective so that students/professionals can remain adaptive to ongoing change.

Clothing-related risk perceptions of disabled men and women at point of purchase.

Feather, B.L., Vann, J.W. & O'Bannon, P.B. (1989)
Journal of Consumer Studies and Home Economics, 13 (4), 313-326.

Clothing-related risk perceptions of wheelchair-bound consumers were examined and then compared to risk perceptions of ablebodied consumers reported in previous studies. A scenario was used which involved the purchase of a pair of pants for a job interview to measure specific and overall clothing-related risk perceptions of 75 wheelchair-bound consumers. These disabled consumers perceived the order of clothing risk components as: physical, performance,

psychological, economic, and social. In previous studies, able-bodied students reported a reverse order of perceived clothing-related risks. In this study, performance and social risk significantly correlated with overall risk; the same correlations held for able-bodied consumers in previous studies. Unique to this study were the high correlations of physical risk with psychological risk and economic risk. Wheelchair-bound males and persons with congenital disabilities perceived greater overall risk than other disabled consumers in this study.

Orientations toward home sewing.

Kean, R.C. & Levin, C.O. (1989)
Clothing and Textiles Research Journal, 8 (1), 28-34.

The purpose of this exploratory study was to determine if profiles of home sewers could be identified using sewing orientations as criteria for clustering segments of home sewers. An additional purpose was to formulate a hypothesis based on the results of the investigation to be used for further study. Specific objectives of the study were to (1) identify orientations toward home sewing, and (2) identify clusters of home sewers using sewing orientations as criteria for group membership. A survey instrument was developed addressing a number of issues such as comparison of home sewn and ready-made items, sewing orientations, purchase influences, and shopping tendencies. The survey was completed by 105 females. Seven sewing orientations and five clusters of home sewers were identified. It was concluded that the individuals within the sample comprised a diverse group of home sewers. A hypothesis was formulated for further study. It was suggested that home sewing marketers and retailers aim promotional strategies to specific groups of home sewers and provide the appropriate product mix.

The role of clothing in extended inferences.

Workman, J.E. & Johnson, K.K.P. (1989)
Home Economics Research Journal, 18 (2), 164-169.

Impression formation research has established that people draw inferences about others based on physical appearance cues. The purpose of this study was (1) to examine whether interpretative inferences about others, made on the basis of their clothing, go beyond personal characteristics to include extended inferences about the company for which an individual works, and (2) to determine whether these extended inferences were correlated with the interpretive inferences. The study utilized a 2 x 2 between subject factorial design with two levels of clothing — appropriate and inappropriate — and two levels of sex of subject (male, female). Volunteer subjects (354 undergraduates) viewed a photograph of a bogus taxicab driver, appearing in either appropriate or inappropriate clothing, and made inferences about his personality characteristics and abilities, and the characteristics of the company, in this case the city, for which he worked. Data were analyzed using multivariate analysis of variance and Pearson's product moment correlation. Results indicated that a driver dressed in appropriate clothing elicited favorable inferences about both his personal characteristics and characteristics of the city, and that these sets of inferences were positively correlated.

Supplementary listing of articles:

In search of a common thread: Classification of information communicated through dress. Damhorst, M.L. (1990). *Clothing and Textiles Research Journal, 8*(2), 1-12.

Body cathexis and satisfaction with fit of apparel. LaBat, K.L., & DeLong, M.R. (1990). *Clothing and Textiles Research Journal, 8*(2), 43-48.

An exploratory study of imperfections in cotton yarns. Padmanabhan, A.R. & Balaubramanian, A. (1990). *Textile Research Journal, 60*(1), 17-22.

A new perspective on yarn unevenness: Components and determinants of general uneveness. Zeidman, M.I., Suhn, M.W., & Batra, S.K. (1990). *Textile Research Journal, 60*(1), 1-6.

Submitted by:
Mary Ann McCreight, FD, BHEc
MSc Graduate Student
University of Manitoba

New Developments

Compiled by Brenda White

... In Publications

Canadian Families: A Resource Guide

This excellent resource for teachers, secondary and post-secondary students, and librarians contains an annotated bibliography of approximately 400 entries that are divided into 52 topics — from abortion to women at work. It also lists relevant National Film Board of Canada titles and the names of Canadian organizations which distribute resource materials. Cost of this publication is $14.95.

To order: Write to OISE Press Guidance Center, 252 Bloor Street West, Toronto, Ontario, M5S 1V5.

Do Children Also Divorce?

This is the name of a 30-minute video which follows the experiences of a family of three children whose parents decide to divorce. The focus is primarily on the concerns of the children and the upheaval family breakup causes for them. A 56-page leader's guide accompanies the video. This video may be rented for $25.00/week or purchased for $95.00 (VHS) or $115.00 (¾").

To order: Contact CECOM, Hôpital Rivière-des-Prairies, 7070 Penas Blvd., Montreal, Quebec, H1E 1A4.

Achieving Health

This magazine-type publication, published twice a year, covers a wide variety of preventative health issues. It is distributed at no charge in English and French to 1.8 million homes across Canada plus 25,000 doctor's offices.

For more information: Contact Managing Editor, *Achieving Health*, 1545 Carling Avenue, Suite 404, Ottawa, Ontario, K1Z 8P9.

Knowledge Development for Health Promotion: A Call for Action

This document hopes to encourage and invite broad participation in the health promotion knowledge development process. It includes highlights and summaries of literature reviews and research reports on reducing inequities, increasing prevention, and enhancing coping, as well as the ways and means of doing health promotion.

To order a free copy: Write to Publications Unit, Health Services and Promotion Branch, 559 Jeanne Mance Building, Tunney's Pasture, Ottawa, Ontario, K1A 1B4.

Stop Smoking Stay Trim

This attractive pamphlet addresses the issues of quitting smoking and gaining weight. It discusses why some people gain weight when they stop smoking and what can be done about it. Single copies are available at no charge.

To order: Contact your local Lung Association office.

Women in Motion

It is a brochure designed to encourage organizations to respond better to the physical activity needs of females. Single copies are available at no charge.

To order: Write to Fitness Canada, 365 Laurier Avenue West, Ottawa, Ontario, K1A 0X6.

Office Ergonomics

Maybe you get a stiff neck or sore back from the office chair you sit on. Maybe you suffer with headaches or eyestrain staring at the computer monitor all day. Responding to requests from industry, labor, and other parties, the Canadian Standards Association has recently released its standard, Office Ergonomics (CAN/CSA-Z412-M89). Its guidelines are intended to provide office employees with the information they need for evaluating and improving their working environments. The cost of the standards is $115.00.

For more information and to order: Contact *CSA and the Consumer*, 178 Rexdale Blvd., Rexdale, Ontario, M9W 1R3.

Allergic to Your Environment?

Canada Mortgage and Housing Corporation has just developed a booklet describing changes that can be made to a house to help alleviate environmental hypersensitivities (i.e. house dust, natural gas, formaldehyde, and other gases emitted from paints, carpets, pets, wood and plastic products, or household cleaning agents).

For a free copy: Contact your nearest Canada Mortgage and Housing Corporation office.

Greenprint for Canada

This document was developed jointly by environmental, conservation, and aboriginal groups of Canada in 1989. Its basic premise is that to remove ominous trends in the condition of Canada's air, water, soil, and forests and ensure ecological security for future generations, we must chart a new course. Greenprint for Canada contains policy and regulatory reforms as well as basic institutional reforms (i.e. legal and tax structure) that should be considered by the federal government.

For more information: Write to Greenprint for Canada Committee, 111 Sparks Street, 4th Floor, Ottawa, Ontario, K1P 5B5.

Housing Publications

Farm Home Designs (Homedex 1700-71), *Is It Worth Remodelling?* (Homedex 1700-16-10) and *Interior Decorating Series* (Homedex 1750) are three recently revised publications available at no charge for single copies.

To order: Contact Alberta Agriculture, Publications Branch, Main Floor, 7000 113 Street, Edmonton, Alberta, T6H 5T6.

Seafood Hot Line

Questions are answered about how to cook seafood, how to store it, what to buy, or how much to buy. The Canadian Seafood Information Centre Hot Line could hold the answer. Home economists man the phones from 9:00 am to 5:00 pm Central Standard time Monday to Friday. The toll-free number is 1-800-668-6544.

Eating Well Magazine

This brand new magazine (scheduled for a June 1990 debut) is aimed at filling the editorial gap between a health and gourmet magazine. Eating Well will examine food — its origins, healthiness, variety, supply, and tastiness. This American publication, aimed at the baby boom generation, will be available on newsstands in Canada.

Family Violence Hot Line

The National Clearinghouse on Family Violence has a toll-free line where one can obtain or give information on child abuse, wife abuse, or abuse of the elderly. Call 1-800-267-1291 between the house of 8:30 am and 4:30 pm Central Standard time Monday to Friday.

Child Sexual Abuse Overview

Child Sexual Abuse Overview, a summary of 26 literature reviews and special projects, is one of the outcomes of the 1986 Health and Welfare Canada's launching of a five-year Child Sexual Abuse initiative. The literature reviews focussed on prevention, treatment, training, and on the organizational and community responses to the problem of child sexual abuse. As well, priorities for future action are addressed.

For more information: Contact the National Clearinghouse on Family Violence, Social Service Programs Branch, Health and Welfare Canada, Brooke Claxton Building, Tunney's Pasture, Ottawa, Ontario, K1A 1B5.

. . . In Products

Telephone Talk

If you've ever been enraged by a pesky computer-generated telephone solicitation during dinner or by a heavily breathing nuisance caller, a soon-to-be available phone should be music to your ears. A digital readout display on your phone will allow you to see the phone number of the party who is calling you. Harassing calls should cease if you're able to identify the source.

Another convenient feature, "selective call rejection", will allow you to program into your phone any numbers from which you don't want to receive calls. A recorded message will inform such callers that you are not taking calls.

A "call return" feature will also be introduced, which will allow you to press a button to redial the number of the last call that came in. Telephone companies will begin marketing such phones this year.

Source: *Vista — Canada's Alternative Business Magazine*, Volume 2, No. 9, December 1989.

Interfacing Update

The rumors began flying over a year ago: Stacy, an innovator in the shaping fabrics industry, had gone out of business. Retailers and sewers wondered what would replace many of their favorite interfacings. Here are the key fall outs. Pellon® acquired Stacy's assets and started manufacturing the products for which it had no match in its own line. The company's product line has grown to include both sew-in and fusible interfacing in a variety of weights and types. Pellon's product line now includes five of Stacy's most popular products: Easy-Shaper®, Thermolam®, Waist-Shaper® fusible waistband interfacing, Easy-Knit®, and Shape-Flex fusible woven.

Stitch Witchery®, a fusible web formerly marketed by Stacy, is now part of Dritz's new collection of craft/specialty sewing aids.

Source: *Sew News*, February 1990.

Housewrap Reduces Drafts

Conserve energy and save dollars — wrap your house with a housewrap! It is an air infiltration barrier which is wrapped around a house after the sheathing is in place and before brick or siding is installed. It resists wind and allows water vapor trapped in a wall cavity to escape. Tyvek, a Dupont Canada product, is claimed to add $300 to $400 to the cost of a 3000 square foot house with a payback of one to two years for a conventional house.

Source: News Release, Dupont Canada Inc., Box 2200, Streetsville, Ontario, L5M 1H3.

Be Cool Anywhere

A portable air conditioner that can be wheeled from room to room or taken in the trunk of your car to the cottage is now available. DeLonghi Canada recently introduced a model called *Pinguino*. It has a 6200 BTU cooling capacity, push button controls, adjustable thermostat, and a 24-hour programmable timer.

Source: News Release, DeLonghi Canada, 5610 Timberlea Blvd., Mississauga, Ontario, L4W 4M6.

Crime Stoppers

As in many other areas, electronics are making a major impact in the field of home protection. The options have come a long way from the simple devices, the outdoor light fittings able to switch lights on at dusk, or whenever they sense motion in a particular area. Many newer residential security systems integrate other devices. For example, a system offered by Mircom Communications and Security Inc. incorporates intercom capabilities with security, medical pendant (for persons who may need quick medical attention), and an AM/FM radio. An advanced system from Chubb Security Systems automatically telephones their control center for help in the event of intrusion. It also begins shouting a warning, using a voice synthesizer loud enough to alert the family if they are at home.

Source: *Select Homes*, Volume 16, No. 8, November/December 1989.

Something New Underfoot

A flooring that offers the grain of hardwood and the cleaning aspects of cushion flooring is now available. A thin vinyl skin is applied on top of three-inch wide, square-edge hardwood planks. Product claims say it never needs sanding, finishing, or waxing and makes good sense where water might be a problem (i.e. kitchens, bathrooms, laundry room). It comes in a wide range of colors, is moderate in price ($6 per square foot and up), and touts a 10-year guarantee.

For more information contact: Signature Wood Flooring Inc., 1704 Government Street, Penticton, British Columbia, V2A 7A1.

Acidophilus Milk

This is 2% fluid milk that has had a bacterial culture (*L. acidophilus* or *Bifidobacterium*) added to it after it has been pasteurized. The product has the same taste and texture as 2% milk. Research indicates that these bacteria may colonize in the gut and help maintain appropriate intestinal flora. Thus, this milk may be suitable for some people who have problems with proper digestion (eg. due to prolonged use of antibiotics). Acidophilus milk is inappropriate for people who have a true milk allergy or who are lactose intolerant.

Source: News Release, Canada Safeway, January 1990.

. . . In Ideas

Organic Foods Not Created Equal

Increasing concern for the environment has whetted consumers' appetites for organically grown fruits and vegetables — grown with natural fertilizers and pesticides.

According to the Directory of Organic Agriculture in Canada, there are currently 500 organic farmers in the country. Organic foods cost a little more — are consumers getting what they pay for?

Agriculture Canada has issued a moratorium on the food industry's use of the terms "organic" and "natural" while a committee reviews the situation. This moratorium does not extend to the retail level. This committee will establish a definition for organic foods and decide whether regulations are necessary to govern this industry segment. This committee is also examining concerns around the "natural" beef being raised in Alberta feedlots. Loblaw's is selling such beef that is steroid and antibiotic-free under the *Natural Choice* label. Consumers may not know that cattle in these feedlots are treated with a pesticide which eliminates grubs (a treatment required by law in Alberta). Consumer and Corporate Affairs has established guidelines which regulate organic production methods for manufacturers, but the guidelines are voluntary.

The committee, whose final report was slated to be submitted in the spring of 1990 to Agriculture Canada, is working with two basic assumptions: 1) organic production methods do address environmental concerns, and 2) the use of organic methods does not influence the safety of food in Canada (i.e. conventional and organic foods in Canada are safe and wholesome).

Source: *Food in Canada*, Volume 50, No. 1, January 1990.

Nutrition Education in the '90s

A race with the clock to get a nutrition message across in a society that is already "overcommunicated" is the situation nutrition educators (and other educators for that matter) will face in the 1990s. The time crunch will also bear directly on the message itself as the country's food habits conform to a fast-paced and rapidly changing lifestyle.

Five key strategies for meeting these challenges are:

1) Keep the nutrition message *simple* — the consumer's only defense in an overcommunicated society is "over simplification". A perfect example of this concept is the tendency for consumers to think of nutrition in terms of "good foods" and "bad foods". Therefore, provide messages that are already simplified and thus easy to assimilate (i.e. cholesterol is only found in animal foods).
2) Keep the nutrition message *entertaining* — a second defense consumers may use to cope in an overcommunicated society is selective attention: screening out messages with little immediate appeal. In presentations use visuals, cartoons, and stories in presentations.
3) Keep the nutrition message *short* — decide which information is the most critical and focus on getting that across. Save the rest for another time.
4) Keep the nutrition message *practical* — if you have kept the message simple but short, it likely will be practical.
5) Keep the nutrition message *up-to-date* — talk about nutritious meals for singles or for modern households on busy, fragmented schedules. Deal with how best to incorporate fast foods and convenience foods into the diet. Adapt programs and materials that will appeal to males or teens.

Source: *Food and Nutrition News*, National Livestock and Meat Board, Volume 62, No. 1, January 1990.

Foundation for Race Relations

Multiculturalism and Citizenship Minister Gerry Weiner tabled Bill C-63 to establish the Canadian Race Relations Foundation. The Foundation, managed by a Board of Directors will receive $24 million from the federal government. Half of this sum is provided on behalf of the Japanese Canadian community as part of the Japanese Canadian Redress Agreement announced by the Prime Minister in September 1989.

This is in keeping with the government's commitment to help counter discrimination and injustice in Canada.

The foundation will serve as a national resource for community groups, researchers, and the general public to further understand racism and racial discrimination in Canadian society and to develop effective race relations policies and programs. The foundation will ensure people in all parts of the country have access to its facilities and services.

Source: News Release, Multiculturalism and Citizenship Canada, January 31, 1990.

Ethical Funds — The Moral Minority

Ethical funds are mutual funds that claim to achieve a dual goal: competitive returns for their clients and adherence to specific social and moral guidelines.

There are currently six ethical mutual funds in Canada, which together have assets of about $92 million — only a fraction (but a growing one) of the $23.1 billion Canadian mutual fund market.

The investment selection process varies from fund to fund. Some rule out industrial polluters and military producers while others embrace corporations that have progressive employment policies. But for all their growing popularity, ethical funds have their down side. Many professional investors believe such funds are taking advantage of a mood to sell a product and are making money from it. Criticism about their financial returns (they haven't been around long enough to prove themselves) has been voiced. The funds' screening procedures have also

come under criticism — guidelines are either too loose or too rigid. Haphazard research of company ethics by fund managers and advisory boards has also been cited.

Too slick and profit-oriented for some in the social-investment movement, too earnest and grassroots for the conservative investment world, the ethical funds are destined to inspire debate for a long time.

Source: *Financial Post Moneywise*, January 1990.

Effective Letters to the Editor

In these days of misleading and inaccurate information in the public press, as well as a growing awareness of the importance of advocacy with regard to key issues, the "letter to the editor" is being better recognized as a valuable ally.

What do newspaper editors look for in an effective letter to the editor?

1) Focus — limit your letter to a specific subject.
2) Timeliness — continue debate on a public issue; connect your writing to a celebration or trend.
3) Local Publication — look to smaller local or specialized publications to reach your target audience.
4) Tone — don't rant and rave; write in a calm, logical manner and include sources and statistics.
5) Signature — sign your letter with your name, title, address, and phone number. One last suggestion — don't send your letter to more than one paper.

Source: *Communication Briefings*, Volume 9, No. 2, December 1989.

. . . In Trends

Textiles: Spinning in the '90s

As textiles goes through the next decade of technology change, computers and other forms of electronics will be the driving forces. Before the year 2000, it will be necessary for all employees, managers, and operators, to be computer literate.

The overriding theme for the '90s will be quality. Look for automated inspection to make some inroads in the next few years. With quality control at the point of manufacture, off-quality won't leave the manufacturers!

Tomorrow's consumers will be different too. With time being a precious commodity, computer shopping with electronic sizing, color, and style, selection could well be a reality. Consumers will also be more concerned about the environment. Not only will they want to buy environmentally-responsible products, but they'll want to buy from environmentally-responsible manufacturers.

Tomorrow's population will use some geotextiles in gardening, will work in a climate-controlled society, and will live in homes partially made of textiles. Floor coverings made of electronically-controlled fibres or fibrous materials may be energy carriers. To plug in a lamp, you need only place it on the carpet.

Source: Special Report — Textiles in the '90's, *Textile World*, January 1990.

Catalogue Shopping Makes a Comeback

Forget about shopping malls, trendy boutiques, and noisy, dark discount warehouses. Today you can purchase a variety of items through the mail. Snappy publications, distinctive merchandise, and prompt service are beginning to change people's attitudes about catalogue shopping.

The mail order industry has been the scene of tremendous growth and change in the United States over the past few years. Consumer mail order sales reached $73.6 million in 1988. More than 12 billion catalogues were mailed to consumers in 1989 and close to 92 million of them shopped by catalogue. The U.S. industry quickly discovered that toll-free 800 lines work faster than orders through the mail. Consumers' love affair with credit cards has also made the ordering process easier.

What is it about catalogue shopping that's keeping people at home? The convenience, vast array of merchandise (including specialty items), and competitive prices are three key reasons. Sears Canada Inc. is the only large Canadian department store having a catalogue full of a wide variety of popularly priced goods. The growing trend in mail order catalogues is for them to come from smaller, specialty retailers whether they be selling exotic garden seeds or silk shirts.

Yet, catalogue shopping still isn't without its pitfalls. A recent survey has shown Canadians are wary of catalogues. We fear scam artists, and we are used to being able to return goods without any fuss. We also like to feel the fit of clothes. Cataloguers still have a way to go to win us over. The way to do it will be through service, service, and service! Mail order catalogues are a success story waiting to happen.

Source: *Entrepreneur*, Volume 18, No. 2, February 1990.

Projections for a Greener Age

As we become more environmentally conscious, how will this change the world we live in and the products we use? Bob Hunter, a founding member of Greenpeace, shared what he saw in his crystal ball:

> In 1990, cotton diapers with Velcro tabs grab 40% of the market share and the so-called biodegradable diapers dominate the market. By 2000, plastic diapers are banned. By 2010, the diaper market collapses (falling birthrates lead to a reduction of the market) and the disposable, compostable cotton diaper is developed.
>
> In 1990, there is not enough production of recycled paper to sustain publishing newspapers on recycled paper. By 2000, the depletion of forests forces use of recycled paper. As well, the invention of thin "micropaper" reduces newspapers to a fraction of their previous bulk. In 2010, computer data bases become major sources of news and the excess availability of satellite channels reduces the popularity of mass circulation newspapers.
>
> With regard to pesticides, in 1990 there are fears that chemical pesticides and fertilizers are a dying industry and organic food company shareholders see profits soar. In 2000, anti-pesticide legislation eliminates new products, organic farming and pest control methods are adopted and homegrown food becomes chic. By 2010, there will be a back-to-the-farm exodus from cities; supermarkets will switch completely to organic products; and urban green spaces will be rented to the public for personal production of organic produce.

Source: *Vista — Canada's Alternative Business Magazine*, Volume 2, Issue No. 9, December 1989.

Short Listing Global Concerns

How many problems will the world have in the 1990s? Though no one knows for sure, the Union of International Associations in Brussels produced a list of more than 10,000 world problems! Adding to the dismay of having so many problems is their complexity. All the major world problems are interrelated in ways that make it impossible to deal with one problem in isolation from the others.

The 10 broad "problem" categories were identified as follows:

1) international tensions (i.e. nuclear proliferation, preventing World War III),
2) the fragile economy (i.e. trade policy, distribution of wealth),
3) growing pollution (i.e. air and water pollution, depletion of ozone layer),
4) the drug crisis,
5) disappearing resources,
6) the struggle against poverty (i.e. unemployment, homelessness),
7) rampant lawlessness (i.e. computer security, responsibilities of AIDS victims),
8) population problems (i.e. population growth, extending the human lifespan),
9) medical dilemmas (i.e. health costs, abortion, drugs to boost intelligence), and
10) the collapsing family (i.e. divorce, social isolation).

The importance of cooperation and collaboration in the broadest sense in beginning to deal with these global concerns is paramount, as we venture into the '90s.

Source: *The Futurist*, Volume 24, No. 1, January/February 1990.

What do you say when . . .?

What do you say when consumers ask you about acidophilus milk?

Katherine Loughlin

A variety of cultured and culture-containing dairy products are available on the Canadian market. Cultured dairy products have experienced a dramatic surge in popularity over the past twenty years, due in part to their healthy image as promoted by the popular press. Acidophilus milk has been available in some provinces for several years, but it is a relatively new introduction to the dairy case in Alberta. Consumer interest in the product is probably high at the present time due to its newness. Cultured milks are nutrient dense, containing the same nutrients as other fluid milks. In addition, they may offer some general health benefits.

The acidophilus milk presently available in Canada is a culture-containing product and is sometimes referred to as sweet acidophilus milk. It is made from fresh, pasteurized and homogenized 2% milk to which bacterial culture is added. Since the product is not incubated, the texture and flavor are the same as regular 2% milk. The bacterial culture used in the product will remain viable through the best before date on the carton. Acidophilus milk has the same nutritional value as 2% milk. It is therefore an excellent source of calcium, protein, and riboflavin and is fortified according to federal government regulations with Vitamins A and D. Acidophilus milk must be refrigerated and has a shelf life similar to 2% milk.

Since acidophilus milk is 2% milk fat, it is not recommended for children under one year of age.

The bacterial culture added to acidophilus milk is indicated on the carton label and may be *Lactobacillus acidophilus* alone or in combination with *Bifidobacteria*. These bacterial cultures may colonize in the gastro-intestinal tract and are of a type normally found in the healthy intestine (B.C. Dairy Foundation, 1984). Some studies have shown that *Lactobacillus acidophilus* and *Bifidobacteria* may survive the acid environment of the stomach (National Dairy Council 1984; National Dairy Council, 1990). Consumption of acidophilus milk may therefore be a useful dietary adjunct for individuals who have undergone antibiotic therapy and wish to re-establish healthy intestinal flora (National Dairy Council, 1990). It is unclear, however, whether *Lactobacillus acidophilus* permanently implants in the intestine or if colonization is transient (National Dairy Council, 1984). Although research dealing with the therapeutic effects of culture-containing dairy foods in treating gastrointestinal disorders is promising, the theories are still controversial (National Dairy Council, 1984).

It has been claimed that acidophilus milk may be beneficial for persons with lactose maldigestion. Because sweet acidophilus milk has not been incubated, it contains about the same amount of lactose as 2% milk. It is therefore, unlikely to be well-tolerated by those with pronounced lactose maldigestion (National Dairy Council, 1990). It is also not a substitute for *Lactaid, Lacteeze,* or other low lactose products. Individuals with lactose maldigestion can usually tolerate cultured products such as cheese, yogurt, buttermilk, or lactose-reduced milks such as *Lactaid* or *Lacteeze*.

Claims have been made that acidophilus milk may lower blood cholesterol levels, protect against bowel cancer, and generate a feeling of wellness. Scientific evidence is still lacking to substantiate the hypocholesterolemic and anticarcinogenic effects of acidophilus milk (National Dairy Council, 1990). Numerous anecdotal reports document a renewed feeling of well-being and improved digestion resulting from the consumption of acidophilus milk. While these reports abound, they cannot be scientifically supported. The research does indicate, however, that acidophilus milk is a nutritious dairy food and may be a useful inclusion to a balanced, healthy diet. □

Katherine Loughlin, is a Professional Home Economist in Edmonton. In her position as Coordinator of Nutrition Education Services with the Dairy Nutrition Council of Alberta, she is involved in advising health professionals about the nutritional value of dairy foods.

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National Diary Council. *Scientific status report #7: Cultured and culture-containing dairy foods.* Rosemont, IL: Author.

Moneca Sinclaire

On the Job

Profile of Moneca Sinclaire
A Home Economist as a Native Community Nutritionist

"Could you pass the moose meat and is there any fish soup left", are words often spoken around the supper table as I was growing up in Thompson, Manitoba. Although the meals I had were not exclusively traditional, I still recall having much of our food from nature. Having fish, wildmeat, and birds were the times my father told stories about his great hunting trips; this was also a time to observe how our traditional foods were cleaned and cared for.

As I sit back and reflect, I can understand why traditional foods were and will continue to be an integral part of life to many Native peoples; not only as a source of nutrients but also a way to share our culture. I often wish the transition from traditional to non-traditional foods would be as easy as exchanging goods from one hand to the other hand. However, when one cultural system isn't explained to another cultural system, there are bound to be issues that must be discussed before the issues become problems. For example, many of my relatives learned from boarding schools to eat more store bought foods, whereas, their parents were still hunting, gathering, and fishing for food. My relatives upon their return to their homes had two systems of food consumption; store bought and from nature. Either system is acceptable; however, problems arise when neither system is fully explained. Did anyone explain to my relatives, what was canned food, and that food from nature could be integrated, or that they were both acceptable food choices? Instead, my relatives were unsure of what food choices were acceptable or became ashamed of their traditional native foods.

The major problem that we, as health professionals involved with native health, are facing today is the increasing number of lifestyle diseases in the Native population. In my own family tree I have several relatives who have heart disease, diabetes, or who are overweight to the point that life is a burden. I noticed this trend and actively searched for this occurrence. This personal research led me into the field of nutrition. A Native health and medicine course, which I took in my second/third year at the University of Manitoba, solidified my career choice. This course gave me greater insight into the role nutrition played with lifestyle diseases in the Native population. I also learned about the lack of Native people that were in this field. I was quite surprised to learn this, since the number of Native people with lifestyle diseases seems to be increasing.

When I made the decision to enter into nutrition I knew that university would give me academic knowledge; however, I was also aware that I would need other practical skills, such as methods of teaching the youth and/or adults, program planning, and public speaking. To acquire these skills, I began to do volunteer work with the Manitoba Home Economics Association, obtained summer employment in the nutrition area, and joined a Native Toastmasters group in Winnipeg. I am also involved with a Native Nutrition Interest Group, the Winnipeg Community Nutrition Interest Group, the Canadian Home Economics Association, and the Manitoba Home Economics Association. My academic and practical skills, along with my involvement with professional groups, helped me to understand and work more effectively as a community nutritionist, to exchange information with other nutritionists, to utilize people as resources, and to learn about current nutrition projects.

I began work for Health and Welfare, Medical Services Branch, Manitoba Region in April 1989. I have learned about the arduous process of program planning. I have had numerous requests for Native nutrition presentations and to be on committee/boards involved with Native health. These

requests have verified my assumption that there is a need for Native nutritionists. These inquiries have also helped me to priorize time, which I have learned is a valuable commodity.

Through research, I have discovered in the past 100 years that Native people have experienced changes in Native spirituality, sibling communication, language, education practices, parenting skills, and traditional food consumption patterns. These changes have meant many Native people may not have the knowledge and/or resources to make wise food choices; instead unhealthy food habits have been adopted. In turn, these new food habits have led to the increased number of lifestyle diseases, nutritional, and dental problems.

In my travels tò the reserves, I have met many Native people striving for change in their community. They believe, and I share this belief, that change can occur despite the obstacles. I have seen their hope and hard work begin once again to instill a sense of pride and hope as they teach about the old and new value systems, encouraging young people toward education. Although to outsiders it may not seem that much progress is being made, it is happening; and with time as with many things in life, Native people will regain unity of mind, body, and spirit.

In these few paragraphs, I have shared the process of story-telling and exchange of understandings. Today, I consider myself fortunate to have grown up in two worlds, the Native and the non-Native. I have knowledge of what has been called two communication systems. □

Thérèse Ouellet

Au Travail

Profile de carrière d'une économiste familiale
Madame Thérèse Ouellet

Lors de sa nomination le quotidien "Le Soleil" rapportait ses paroles: "J'ai le goût d'être au niveau où je peux influencer les choses et j'ai la prétention d'en être capable.".

Native de St-Léonard d'Aston, Thérèse Ouellet arrive à la C.E.C.Q. en 1957 à la suite de l'obtention d'un diplôme supérieur en Sciences Familiales. Elle amorce le travail d'abord comme professeur d'Économie familiale au secondaire pour ensusite occuper la fonction de conseillère pédagogique dans la même discipline.

Au cours de ces huit années de travail, elle a vite découvert qu'il est essentiel pour une femme d'aller chercher une formation universitaire. Elle pris alors une part active à la fondation de l'Association des Techniciennes en Sciences Familiales, incorporée en 1961. Elle s'implique alors avec succès tantôt pour promouvoir l'enseignement, tantôt pour exercer des pressions afin d'avoir accès à des études supérieures.

Consciente que le regroupement des forces contribue à un meilleur rayonnement, un projet de fusion avec l'Association des Techniciennes Laïques en Sciences Ménagères se réalise et prend forme à l'automne 1965. Elle devient la Présidente de cette nouvelle formation. Les efforts répétés durant la période dite "Révolution tranquille" ont produit des effets: les portes de l'Université se sont ouvertes et les graduées des Instituts Familiaux et ont largement profité. Elle-même a su trouver le moyen d'obtenir, au cours de sa carrière, licence, maîtrise, certificat et perfectionnement selon les besoins.

À partir de 1968, son travail a surtout été orienté vers le développement des services à offrir aux élèves en difficulté d'adaptation et d'apprentissage. Elle travaille dans ce secteur d'abord comme directrice d'une école spécialisée, puis au niveau des Services. En 1978, elle accède à la Direction des Services éducatifs du primaire et, en 1983, au poste de Directrice générale de la C.E.C.Q., où elle exerce au cours de la présente année son 7e mandat.

Volontaire, elle ne s'en cache pas, les expériences nouvelles l'attirent, elle aime relever des défis et elle est prête à subir les conséquences de ses engagements. Madame Ouellet est à son bureau du chemin Sainte-Fou dès 7 h 30 et ne le quitte pas avant 18 h 15, sans compter les longues soirées de réunions avec les commissaires, les heures de lunch et les fins de semaine écourtées.

Féministe convaincue, elle le démontre en acceptant que la C.E.C.Q. soit la première à mettre en place un programme d'accès à l'égalité. Nombreux sont les dossiers qui ont fait évoluer la cause de la femme et auxquels elle a collaboré: enquête, mémoire, programme, colloque, congrès, échange d'enseignantes et d'enseignants entre la France et le Québec.

Ayant toujours fait preuve de persévérance et de ténacité dans l'exercice de ses fonctions, l'Association des Femmes de Carrière du Québec Métropolitain, lors d'un Gala d'excellence, lui accorde le titre de "Première femme de l'année 1987". À cette occasion, Thérèse Ouellet déclare que sa préoccupation fondamentale est la mise en place et la réalisation de services éducatifs de qualité et adaptés aux besoins de la population. À celles qui désirent atteindre l'excellence dans leur carrière, elle dit: "Il faut toujours avoir des objectifs précis et chercher constamment à s'améliorer. On ne doit jamais rien prendre pour acquis."

À l'automne dernier, elle fut la conférencière invitée de l'Association

Madame **Thérèse Ouellet**, directrice générale à la Commission des écoles catholiques de Québec (C.E.C.Q.) est l'une des sept femmes à assumer cette fonction sur une possibilité de plus de deux cents commissions scolaires dans la province. Préparé par Isabelle Mercier-Dufour.

Internationale de Directrices et Directeurs d'Établissement qui tenait son congrès à Lugano en Suisse. Le thème de son exposé était: "Dirigier, c'est communiquer!".

Gestionnaire efficace et rapide tout ne s'arrête cependant pas quand elle sort de son bureau. Elle siège sur des Conseils d'administration pour ne nommer que: Le Conseil des Collèges de Québec et la Maison Kinsmen Marie-Rollet, maison d'accueil pour femmes et enfants victimes de violence et en difficulté. □

1991 Ruth Binnie Scholarship
Bourse Ruth Binnie

Two awards of $5,000 for full-time graduate study, proportionate sums for part-time study. This scholarship was established through the generosity of the late Ruth Binnie, Halifax, to promote the quality of home economics education in Canada.

For a graduate in home economics or home economics education, holder of a professional teaching certificate, who is a Canadian citizen or landed immigrant. First consideration will be given to applicants proceeding towards a master's degree in education on a full-time basis. Second consideration will go to part-time students. The candidate must have a high commitment to the teaching profession and home economics education. The award will be based on scholarship, personal qualities, contribution to home economics education in junior or senior high school, and potential in the education field.

To be eligible, applicants must be members of CHEA and the application must be **postmarked no later than October 31, 1990.** Previous CHEA scholarship winners are eligible to apply provided they continue to be enrolled in graduate study.

Application forms are available from:
Canadian Home Economics Association
901-151 Slater Street
Ottawa, ON K1P 5H3

Deux bourses de 5 000 $ chacune pour des études de 2e cycle à plein temps, bourses proportionnelles pour un temps partiel. Cette bourse a été créée grâce à la générosité de feu Ruth Binnie, de Halifax, afin de promouvoir la qualité de l'enseignement de l'économie familiale au Canada.

Elle s'adresse à une diplômée en économie familiale ou en enseignement de cette discipline qui possède un certificat professionnel d'enseignement est citoyenne canadienne ou immigrante reçue. La préférence ira d'abord à des candidates qui préparent une maîtrise en éducation à plein temps, ensuite à des étudiantes à temps partiel, la somme étant dans ce cas calculée au prorata. La candidate doit s'intéresser activement à l'enseignement et à la formation en économie familiale. Les bourses seront attribuées en fonction des résultats académiques, des qualités personnelles, des contributions faites à l'enseignement de l'économie familiale dans les écoles secondaires de premier et de second cycle et de ce que la candidate peut apporter dans le domaine de l'enseignement.

Les candidates doivent être membres de l'ACEF. Pour être admissibles, les demandes dûment remplies **doivent être envoyées au plus tard le 31 octobre 1990** le cachet de la poste faisant foi. Les candidates ayant déjà bénéficié d'une bourse de l'ACEF sont éligibles à une bourse 1991 si elles poursuivent des études de second cycle.

Pour les formules de candidature, s'adresser à:
L'Association canadienne d'économie familiale
151, rue Slater, suite 901
Ottawa, ON K1P 5H3

Guide for Authors

Canadian Home Economics Journal

Contributions to the Journal

The *Journal* welcomes articles from home economists and others who share their interest in promoting the well-being of individuals and families. Papers related to social issues affecting the home economics profession and professional practice, or providing information about professional subject fields are of particular interest. Themes and submission deadlines are printed periodically in the *Journal*. Authors are encouraged to submit articles related to the themes but should not feel bound by this directive.

Depending on the nature of the paper, authors may make their submissions to either the general interest articles or to the research (refereed) section.

Contributions that will be considered for inclusion in the research section are: reports about empirical research, review papers related to topics of current interest, research notes on particular issues, or theoretical forums related to theory development in an area of interest to home economists.

Manuscripts in English and/or French are welcome. Submission of a paper to the *Journal* implies that the paper is original and has not been published or currently submitted for publication elsewhere. If copyright material is used, it is the responsibility of the author to give appropriate credit and to obtain permission for reproduction. The original copy of the written permission must accompany the submission. Manuscripts not conforming to the stated guidelines will be returned to the author(s) without consideration.

Manuscripts accepted for publication, are edited to ensure conformity to *Journal* standards. If extensive editing is required the author(s) will be consulted.

Authors are asked to transfer copyright to the Canadian Home Economics Association by signing a Copyright and Licence-to-Use form. This process facilitates arrangements with indexing and abstracting services, and protects the rights of the author and the publisher.

Disponible en français auprès de la rédactrice

Criteria for Acceptance

Research (Refereed) Section

The goal of this section of the *Journal* is to provide researchers concerned with the well-being of families and individuals an opportunity to publish in a refereed Canadian journal. An author's submission of a research paper implies that the paper is based on original research and not published elsewhere. All articles are submitted for external review. The criteria used include:

- Focus on a significant problem in home economics.
- Scholarly report of new knowledge, confirmation or refinement of known facts, presentation of a critical review of literature, development of a theoretical framework, etc.
- Logical interpretation of data.
- In the case of empirical research, evidence of sound research methodology in the conduct of the research.
- Well organized and written in a scholarly style.
- Form and length which makes publishing feasible.
- Length limited to 2,000 to 3,000 words excluding references which may be as extensive as required.

General Interest Articles/ Letters to the Editor (Reader Forum)

All manuscripts are read by the editors and many are submitted to external reviewers. Criteria for acceptance include:

- Content that is original, addresses current topics, provides fresh insights, or new information.
- Clear, concise, logical presentation that will appeal to a constituent group of CHEA.
- Appropriate documentation of sources and conformity to the style guides adopted for the *Journal*.
- Manuscripts for articles limited to 1,500 to 2,500 words and letters to the editor to 300 words.

Preparation of the Manuscript

References for style, format, and spelling are:

- American Psychological Association. (1983). *Publication Manual of the American Psychological Association* (3rd ed.). Washington, DC: Author.
- Strunk, W., Jr., & White, E.B. (1979). *The Elements of Style* (3rd ed.). New York: Macmillan.
- *Gage Canadian Dictionary*

The submission should include the following sections: title page, abstract, text of the manuscript, references, tables (one per page), figures and other graphics (one per page), titles for figures and graphics (on a separate page), acknowledgements (on a separate page).

In preparing the manuscript adherence to the following details will speed consideration of the manuscript.

Title Page

Because papers are or may be submitted anonymously to reviewers, the following information should appear only on the title page:

- Title of paper—be concise.
- A short biography, including as a minimum, name and present position of author(s); degrees held (including granting institution).
- For research papers, give the institution at which research was conducted and date of execution.
- Name, phone number, and address of author to whom correspondence about the paper should be addressed.

Abstract

The abstract page follows the title page and starts with the complete title of the paper but does not contain the name(s) of the author(s). It should be:

- A concise summary of not more than 150 words that stands on its own.
- Submitted in both English and French. (If the abstract is submitted in only one language, arrangements for translation will be made by the editors).

Text of the Manuscript

The author is fully responsible for correct sentence structure, good English/French, and accurate spelling. In order to ensure that the paper will be understandable to all readers, it should contain a minimum of specialized language.

Style, organization, and format. Scholarly presentation of the material is the responsibility of the author(s). Organize material in a logical sequence, incorporate sub-headings, and, in the case of research or theoretical articles, give enough details of techniques so that other readers can clearly understand the author's ideas or execution of the research. Avoid repetition of ideas in the paper.

- Begin the text of the manuscript on a separate page with at least a 3-cm margin on all sides.
- Number each page on the top right-hand corner.
- Number the lines of type on each page in the left margin.
- Type double-spaced on one side of the paper.
- Limit the length of manuscripts as indicated in the criteria for each section.

Citations. Citations in the body of the article should be by author's surname, date, and pages cited when reference is made to the work of others either by a direct or indirect quotation. The following examples illustrate the required format.

> Campbell and MacFadyen (1984) cautioned . . .
> Fetterman (1984) stated: "The inventory . . ." (p. 18)
> Research (Buskirk, 1981; Serfass, 1982) indicates . . ."

Where reference is made to an article by more than two authors, the first time it appears all names must be listed. In any further reference, use the first listed author and et al. For example:

> First reference: Bob, Pringle, and Rijan (1969) reported that . . . ; in any further reference use the format: Bob et al. (1969) favor diets . . .

References

All work cited in the paper must be given in a list of references at the end of the paper. Works that are not cited should not be listed. References are typed on a separate page, double-spaced throughout, alphabetized by first author's surname with paragraph indentation used for the second and successive lines. Several references by the same author are arranged by year of publication. The following examples illustrate APA style. (Note the use of lower case in the titles.)

- **Book**
  Fremes, R., & Sabry, Z. (1981). *NutriScore: The rate yourself plan for better nutrition.* Toronto: Methuen.
- **Journal article** (do not abbreviate journal names). Nostedt, E.M. (1984). Networking. *Canadian Home Economics Journal, 34*(3), 130-132.
- **Article or chapter in an edited book**
  Gurman, A.S., & Kniskern, D.P. (1981). Family therapy outcome research: Knowns and unknowns. In A.S. Gurman & D.P. Kniskern (Eds.), *Handbook of family therapy* (pp. 742-775). New York: Brunner/Mazel.
- **Government report**
  Bureau of Nutrition Research. (1983). *Recommended nutrient intakes for Canadians* (4th ed.). Ottawa: Health and Welfare Canada.

Tables

Tables should be kept to a minimum and used only when they add value to the paper. Type each table on a separate page, double-spaced with the complete title at the top of the sheet. Limit the number of characters across the table 40, 60 or 87, and organize the table to make efficient use of the space. Give each table a number and refer to it by that number in the text. Indicate the location of tables as follows:

(Insert Table 1)

There should be no vertical or horizontal lines except those in the heading and at the bottom of the table.

Figures

Figures, including graphs, pictures, line drawings, and flow charts should be included if they will improve clarity, add reader appeal, and are discussed in the text. Graphs and line drawings must be professionally prepared (one per page) in India ink with a mechanical lettering device. The *original* art work (or a glossy photograph of the original) must be submitted for publication. Authors should note that the use of a typewriter to produce the lettering is *not* acceptable.

Each item should have a clear heading and be numbered (e.g., Figure 1). Placement in the text should be indicated on the manuscript.

Photographs, when submitted, should be good clear prints. Do not write on the front or back and do not attach them to other materials with paper clips or staples. Attach a sheet that includes the caption to the back of the picture with tape.

In preparing graphics it is good practice to prepare them twice the size that will be shown in the text. Lettering should be done using 12- or 14-point characters. Remember that they must then be reduced to fit within the dimensions of the column or page. The finished width in the *Journal* will be 55, 85, or 180 mm.

Additional Information

Authors should consult the *Publication Manual of the American Psychological Association* (3rd ed.) for complete information.

Review Process

Research Refereed Section

Copies of research papers will be sent to two or more qualified referees. Within six weeks the author should receive a summary of the referees' decisions, comments, and suggestions. Referees may recommend acceptance, minor changes, major revisions, or rejection of the paper. If the author agrees with the reviewers' comments, a second draft, incorporating suggested changes should be prepared. If the author does not agree with the suggested changes, justification for that stand may be provided. The paper will be published as soon as possible after it is accepted. Copyright and licence-to-use forms are sent when the paper is accepted.

General Interest Articles

All manuscripts are read by the editors and many are submitted to external reviewers. Authors should receive a report on the acceptability of the paper within four to six weeks.

Submission Information

Four copies of papers intended for the research (refereed) section should be submitted to:

Dr. Phyllis J. Johnson, Research Editor
Canadian Home Economics Journal
University of British Columbia
School of Family & Nutritional Sciences
2205 East Mall
Vancouver, BC, V6T 1W5

Three copies of a manuscript intended for the general interest sections should be submitted to:

Glenda Everett
Lethbridge Community College
3000 College Drive S.
Lethbridge, Alberta
T1K 1L6

All manuscripts are acknowledged as soon as they are received.

Informations pour la soumissions des textes

Pour ce qui est de la section des articles d'intérêt général, **trois** copies du texte proposé doivent être expédiées à:

Carmelle Therien-Viau
C.P. 192
Prevost, Quebec J0R 1T0

Aging and the Aged: An Eclectic Annotated Resource List

J. Thomas (Chair), M. Arcus, V. Dolling, E. Ennis, R. Farnden, K. Webster

Able Elderly in the Family Context: Changes, chances and challenges. (1987). G.O. Hagestad. *The Gerontologist*, Vol. 27, No. 4, pp. 417-422

This article highlights differences between yesterday's and tomorrow's young-old with regard to changes in mortality, work and family patterns and comments on implications of these changes.

Active Health Report on Seniors: What we think. What we know. What we do? (1989). Health and Welfare Canada. Available from regional offices of Health and Welfare Canada.

A report on a telephone survey of the health knowledge, attitudes, actions and beliefs of Canadian senior adults. The purpose of this survey was to try to understand some of the key issues and challenges facing health promotion in Canada as we move toward the 21st century.

Adult Development Through Guided Autobiography: The family context. B. De Vries, J.E. Birren and D.E. Deutchman. (1990). *Family Relations*, Vol. 39, pp. 3-7.

This article describes the process of guided autobiography which is used to educate families about shifting roles and to increase older adults' sense of self-efficacy.

Aging and the Family: New roles in old age. M. Novak. (1988, June). Available in *Transition*, the newsletter of the Vanier Institute of the Family.

This article outlines some of the roles of elderly people in families. It attempts to correct the idea that older people place a social and financial burden on the young.

This resource list was developed over a period of approximately ten months by the Canadian Home Economics Association Family and Human Development Committee and represents a cursory investigation of a range of materials concerning aging and the aged. These materials encompass educational programs, books, films, pamphlets, research reports and selected journal articles. An attempt was made to include Canadian resources and many of these are unique to the province of British Columbia. Because time and personnel limitations precluded the systematic development of a comprehensive resource list, the Committee hopes that other interested groups or individuals in CHEA might extend this work. The items are listed alphabetically by title and are not organized into specific categories.

Aging Is a Family Affair. A guide to quality visiting, long-term care facilities and you. W. Thompson. (1987). Available from NC Press Limited, 260 Richmond Street West, Suite 401, Toronto, Ontario M5V 1W5. $12.95.

A practical handbook aimed at making experiences with the elderly more satisfying, meaningful and ultimately more enjoyable.

Aging in Canada: A nutritional perspective. M. Krondl and P. Coleman. (1987). *Canadian Home Economics Journal*, Vol. 37, No. 3, pp. 119-122.

This article investigates the role of nutrition in health deterioration and maintaining life satisfaction among the elderly.

Aging in Canada. (1988). *The Canadian Home Economics Journal*, Vol. 38, No. 3.

The entire issue focuses on aging in Canada. Articles include: Selected government publications: The Elderly, J. Dutka; Clothing Behavior of Older Consumers: An overview, B.G. Dillard and B.L. Feather; Canada's Aging Population: Implications for policy and practice, M.W. Englemann; 2008; Housing and the elderly, perceptions of community planners, gerontologists and women in research, W. Young and D. Hasell; The Sex Mortality Differential of Aging Canadians, 1951-81, G. Lauris and F. Trovato; The Influence of Vicarious Experience and Self-efficacy and Learning of Senior Adults, N. Hurlbert.

Aging Parents as Family Resources. J.S. Greenberg and M. Becker. (1988). The *Gerontologist*, Vol. 28, No. 6, pp. 786-791.

Report of an investigation into the amount of stress experienced by aging parents when their adult children have problems and the ways in which aging parents serve as resources for their children in need.

A Pension Primer. A report by the National Council of Welfare. (1989, September). Available from the National Council of Welfare, Brooke Claxton Building, Ottawa, Ontario, K1P 0K9.

This publication is a guide for people with no special expertise in pensions. It provides information about each of

the three levels of the retirement income system: federal, provincial and territorial income support programs, the Canada Pension Plan and the Quebec Pension Plan and occupational pension plans.

Census 1986. Focus on Canada. Canada's seniors (catalogue 98-121). L. Stone and H. Frenk. (1988). Available from Minister of Supply and Services Canada. $10.00.

This publication provides an overview of Canadian statistics related to the elderly, including information about provincial differences in age structure and population aging and the rapid growth of the senior population.

Community Resource Directory for Seniors. A. Bishoff and M.L. Bishoff, (1988). Available free from Mecca Ventures International Ltd., 17232 - 59A Avenue, Surrey, B.C., V3S 5S5.

A guide to resources and a business directory for senior citizens and for those planning their retirement.

Conflict in Families and Friendships of Later Life. C.B. Fisher, J.D. Reid and M. Melendez. (1989). *Family Relations*, Vol. 38, No. 1, pp. 83-89.

This article addresses some issues related to mutual understanding and communication between elderly parents and their adult children and examines the unmet needs of later life familial and nonfamilial relationships which may interfere with positive life adjustments to aging.

Elder Abuse and Neglect: A guide to Intervention. (1989). Available from Social Planning and Research Council of B.C., #106-2182 West 12th Avenue, Vancouver, B.C., V6K 2N4.

This booklet is intended for people who work with the elderly and who are in a position to become aware that their client/patient is suffering neglect or abuse.

End of the Line. Inside Canada's Nursing Homes. (1989). M. Bohuslawsky. University of Toronto Press. $29.95.

An investigation of Canadian nursing homes.

Enduring Ties: Older adults' parental role and responsibilities. R. Blieszner and J.A. Mancini. (1987). *Family Relations*, Vol. 37, No. 2, pp. 176-180.

This article examines older parents' conceptions of the nature and significance of the parental role in late adulthood.

Ethnicity and Aging National Workshop. Final Report. Canadian Public Health Association. (1988). Available free of charge from the Seniors' Secretariat, Health and Welfare Canada, Ottawa, Ontario, K1A 0K9.

This report discusses issues facing Canadian seniors from diverse cultural backgrounds, including the need for more culturally sensitive professionals, programs and institutions; the growing awareness of the benefits and drawbacks of assimilation; and support services for an aging multicultural population.

Family and Friendship Ties Among Canada's Seniors. An introductory report of findings from the General Social Survey (Catalogue 89-508). L.O. Stone. (1988). Available from the Minister of Supply and Services Canada. $20.00.

This report provides an introductory discussion of aspects of the 1985 General Social Survey database concerning seniors. Topics include Canadian kinship systems and supports given and received by seniors.

Family Caregiving and the Elderly: An overview of resources. R. Blieszner and J.M. Alley. (1990). *Family Relations*, Vol. 39, No. 1, pp. 97-102.

This article provides an overview of the impact of caregiving on families, discusses health policies that have led to limitations in formal support services, and identifies resources available to assist professionals and caregiving families. The statistics, policies and resources cited are American.

Family Help to the Family: Perceptions of sons-in-law regarding parent care. M.H. Kleban, E.M. Brody, C.B. Schoonover and C. Hoffman. (1989). *Journal of Marriage and the Family*, Vol. 51, pp. 303-312.

This article examines the consequences of parent care reported by the husbands of women who were principal caregivers of their elderly disabled mothers, and compares the men's perceptions of their caregiving situations with those of their wives.

Focus for the Future (Seniors' Issue). (1988). Available from Statistics Canada, 3-0 R.H. Coats Building, Tunney's Pasture, Ottawa, Ontario, K1A 0T6.

This four-page pamphlet briefly highlights some trends in the elderly Canadian population which appeared in the 1986 Census. It also outlines a soon-to-be-published descriptive study, "Canada's Seniors", that looks at aging Canadians of the 1990's.

Health Guidelines for the Elderly. (Publication pending.) Contact Roger Diab, Design for Health Division, Health Services Directorate, Health Services Promotion Branch, Health and Welfare Canada, Ottawa, Ontario, K1A 1B4.

These guidelines were developed as a result of a 1986 project entitled "Care for the Elderly — Design Guidelines", which was undertaken to develop guidelines for the construction and maintenance of various kinds of accommodation for elderly persons. The final output of the project is a four-volume series. Volume I deals with the four categories of needs of seniors, and Volumes II through IV are divided into sections on needs, design, and services.

Help for Families of the Aging. (2nd ed.). (1988). C.S. Pierskalla and J.D. Heald. Support Source, 420 Rutgers Avenue, Swarthmore, PA, 19081 U.S.A. Leader's Manual $39.95; Workbook, $11.95.

A manual for those who lead or are interested in leading seminars for family members who are caregivers for the elderly. The manual contains seminar material and exercises from the participants' workbook.

Instructional Modules for health care and social service professionals working with the aged of various ethnic groups.

These three training modules were developed by Dr. O. Cap and Dr. D. Harvey of the University of Manitoba following a provincial study of 1,800 human service workers

charged with providing care to the elderly in Manitoba. The three packages deal with realistic on-the-job problems and common concerns, as well as providing suggestions and advice as to how to cope with a variety of situations. A set of modules costs $150.00 (print) or $300.00 (interactive video, CAI). For more information about the modules or to obtain a final report describing the project's entire development process, contact Dr. Orest Cap or Dr. Dexter Harvey, Faculty of Education, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

Legal Issues in the Care of Mentally Impaired Elderly Persons: Competence, surrogate management and protection of rights. (1987, June). Working Group on Legal Issues, Committees on Guidelines for Comprehensive Services to Elderly Persons with Psychiatric Disorders. Canada's Mental Health, pp. 6-11.

The large and growing number of elderly persons in need of care — the very old, the frail, those without relatives and, in particular, the mentally impaired — has many legal implications. This article identifies a number of areas of concern.

Motives for Parental Caregiving and Relationship Quality. A.J. Walker, C.C. Pratt, H. Shinn and L.L. Jones. (1990). *Family Relations*, Vol. 39, No. 1, pp. 51-56.

This paper examines the connections between obligatory and discretionary motives for caregiving and relationship quality for caregiving daughters and their dependent older mothers. The need for support in families where care is given from other than discretionary motives is discussed.

National Institute of Nutrition. Rapport: Advancing the knowledge and practice of nutrition in Canada.

This quarterly publication periodically publishes articles and reviews related to various issues concerning the elderly and nutrition. Individual subscriptions are $20.00 for two years and are available from 1565 Carling Avenue, Suite 400, Ottawa, Ontario, K1Z 8R1.

New Horizons: Director's Handbook. Health and Welfare Canada. (1988). Available from regional offices of Health and Welfare Canada.

A handbook to guide directors of the federally funded New Horizons program which is designed to give retired people an opportunity to share their interests, skills and talents in developing and carrying out projects of their own choosing.

New Horizons. (1987). Health and Welfare Canada. Available from regional offices of Health and Welfare Canada.

This booklet describes the New Horizons program, a federally funded program designed to give retired people an opportunity to share their interests, skills and talents in developing and carrying out projects of their own choosing.

Parents of the Baby Boomers: A new generation of young-old. J.A. Giordano. (1990). *Family Relations*, Vol. 37, No. 4, pp. 411-414.

This article examines the characteristics of the future generation of elderly and the unique demands it will place upon society.

Prime Time — Food Facts for Older Folks. (1988). Available free of charge from Kellogg Canada, Inc., Southam Direct Marketing Services, 1210 Birchmount Road, Scarborough, Ontario, M1P 2C3.

A brochure which considers the needs of seniors in relation to meal planning, food preparation and shopping as well as exercising to improve and maintain appetites.

Provision of Care to Old Parents. Division of responsibility among adult children. S.H. Mathews. (1987). *Research on Aging*, Vol. 9, No. 1, pp. 45-60.

Report of an investigation into how family structure influences familial responsibility in caregiving to elderly parents.

Seniors' Guide to Federal Programs and Services. (1988). Health and Welfare Canada. Available from regional offices of Health and Welfare Canada.

This booklet outlines federal government services and agencies for seniors, both as individuals and as groups. Provides a description of services and contact addresses.

Seniors Independence Program. Ministry of National Health and Welfare. (1989). Available from the regional offices of National Health and Welfare Canada.

This brochure describes the Seniors Independence Program which is designed to help senior citizens improve their health, well-being, independence and quality of life. Funding is provided for appropriate groups.

Senior Peer Counselling. Century House, New Westminster Parks and Recreation, 620 Eighth Street, New Westminster, B.C., V3M 3S2.

Funded by a local credit union, this volunteer program is designed to assist seniors in decision-making, problem-solving, and dealing with life changes.

Silvert's Clothing for Seniors: Fall and winter catalogue. (1989/90). Available from 3280 Steeles Avenue West, Unit 18, Concord, Ontario, L4K 2Y2.

This catalogue is dedicated exclusively to servicing the health care field with the latest fashions in clothing for seniors. A wide range of styles for a variety of physical needs is presented. Men's and women's clothing, nightwear and footwear are included.

Social Supports for the Elderly. N.L. Chappell. (1987). *Canadian Home Economics Journal*, Vol. 37, No. 4, pp. 177-185.

This paper summarizes and discusses the current state of knowledge in the area of social gerontology. The major emphasis is on interactions with family and friends, particularly in the caregiving role. The health status of the elderly and their general life situation are also discussed.

Take Care. A Handbook for Families Caring for Older Adults. (1988). A. Doors. Available from the Vancouver Health Department, Continuing Care Division, 1060 West 8th Avenue, Vancouver, B.C., V6H 1C4.

Discusses the challenges facing a caregiver and provides information to assist in understanding and coping with stressful situations which arise in caregiving.

The Best Time of My Life: Portraits of women in mid-life. (1985). Available from Studio D, National Film Board of Canada. Directed by Patricia Watson and produced by Margaret Pettigrew and Kathleen Shannon.

This film deals with menopause and some women's perceptions of this stage of a woman's life.

The Consumer Times. A quarterly publication of the Saskatchewan Department of Consumer and Commercial Affairs.

Periodically publishes articles of interest to older consumers and to those who work with them. Free subscriptions are available from P.O. Box 3000, Regina, Saskatchewan, S4P 3V7.

The Effects of Alzheimer's Disease on Close Relationships Between Patients and Caregivers. R. Blieszner and P.A. Shifflett. (1990). *Family Relations*, Vol. 39, No. 1, pp. 57-62.

This article discusses the impact of Alzheimer's disease on family interaction and caregiving.

The Elderly. (1978). Association for Values Education and Research. Available from the Ontario Institute for Studies in Education, 252 Bloor Street, Toronto, Ontario, M5S 1V6.

This high school curriculum unit focuses on developing reasoning skills in relation to moral decisions concerning the elderly.

The Elderly in Canada. (Catalogue 99-932). (1984, April). Available from the Minister of Supply and Services Canada. $5.50.

This publication supplements the 1981 Census statistical report and includes highlights from the 1981 Census concerning the elderly Canadian population.

The Isis Kit. A.W. Fales, D. Mackeracher and D.S. Vigoda. (1981). Available from OISE Press, 252 Bloor Street West, Toronto, Ontario, M5S 1V6.

This program is geared for anyone interested in learning about the elderly and aging in Canada. Included in the package are ten audiotapes and transcripts, a leader's manual, participants' workbooks and eight pairs of goggles that simulate failing vision. Although the statistics cited are now somewhat dated, the concepts and activities are useful for teaching about the aging process.

The Learning to Age Project. For more information, contact the Centre Communautaire Pro-Sante, 3 Clarence Road, West Charlevoix, Quebec, G0A 1B0.

This unique, ongoing project is designed to bring the older residents of Charlevoix West together, to give them an opportunity to discover that they are not alone in facing the challenges of aging.

The Long Distance Grandmother: How to stay close to distant grandchildren. (1988). S. Wasserman. Available from Hartley and Marks Limited, 3663 West Broadway, Vancouver, B.C., V6R 2B8.

Intended for grandparents and families with a grandparent, each chapter celebrates and gives new life to the unique relationship between grandparents and grandchildren.

The Midlife Daughters Project. Workshops and seminars for midlife women and their families. Contact Clarissa P. Green, 2211 Wesbrook Mall, UBC School of Nursing, Vancouver, B.C., V6T 2B5. (604) 228-7507.

The focus of this project is the daughter in the family who becomes most involved in the caregiving of aging parents. Workshops and seminars explore changing relationships with aging parents and the development of skills which enhance coping abilities.

The Ontario Longitudinal Study on Aging. For information, contact John Hirdes, Program in Gerontology, University of Waterloo, Ontario, N2L 3G1.

This study on aging was conducted from 1959 to 1978 and included interviews with 2,000 males. Two papers based on this study were recently published in a 1986 issue of the Canadian Journal on Aging and in a 1987 issue of the Canadian Journal of Public Health.

The People's Law School. Sponsored by the Public Legal Education Society. #150-900 Howe Street, Vancouver, B.C., V6Z 2M4.

A registered non-profit society providing legal information to the public. Free classes are taught by experts from the legal and business communities. Easy-to-read inexpensive booklets are available on selected topics. Seminars of interest to senior citizens offered in Spring, 1989 included: Cooperative Housing, Federal Benefits for Seniors, Tenants' Rights, and Wills and Estates.

The Prevention of Elder Abuse: An educational model. D.T. Gold and L.P. Gwyther. (1989). *Family Relations*, Vol. 38, pp. 8-14.

This article reviews literature on elder abuse and describes an educational curriculum designed to prevent abuse and neglect in families of the elderly.

The Senior Consumer: Protect yourself. Saskatchewan Consumer and Commercial Affairs. Available from Saskatchewan Consumer and Commercial Affairs, 1871 Smith Street, Regina, Saskatchewan, S4P 3V7.

A consumer education package containing pamphlets and tip sheets on marketplace issues which are of interest to seniors. Information is included on hearing aids, home improvements sold door-to-door, how to avoid investment frauds, how to complain and get results, preparing quick meals, funeral planning, and a consumer help directory.

Til Death Do Us Part: Caregivers of severely disabled husbands. V. Colman, T. Sommers and F. Leonard. In the publication entitled, "Gray Paper No. 7, Issues for Action", Older Women's League, 3800 Harrison Street, Oakland, CA. 94611.

This article discusses the burden women face when caring for elderly husbands who are victims of diseases such as Parkinsons or Alzheimers.

Volunteer Grandparents: Training package — a volunteer support workbook. I. Pike. (1984). Available from Volunteer Grandparents Association of B.C., 1734 West Broadway, Vancouver, B.C., V6J 1Y1.

A training manual for six complementary workshops for grandparents and families. Designed to enable people to function effectively in relationships.

Writings in Gerontology. The National Advisory Council on Aging. Available from National Council on Aging, Room 340, Brooke Claxton Building, Ottawa, Ontario, K1A 0K9.

A series of monographs intended to share ideas on topical issues related to the quality of life for seniors and the implications of an aging population. Titles in the series include: The Economic Impact of Canada's Retirement Income System, July, 1983; Family Role and the Negotiation of Change for the Aged, July, 1983; Aging: Live and Let Live, August, 1983; Coping and Helping with Alzheimers Disease (out of print), January, 1984; Transportation Options for the Future. Issues related to the older driver and pedestrian safety, January, 1989; Seniors and Winter Living, February, 1989.

Call for Papers 1990

The *Canadian Home Economics Journal* invites articles from home economists and others who share their interest in promoting the well-being of indivduals and families. Papers related to social issues affecting the home economics profession and professional practice, or providing information about professional subject fields are of particular interest.

Submission deadlines:

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Demande d'articles 1990

La *Revue canadienne d'économie familiale* invite des articles écrits par des spécialistes en économie familiale de même que ceux de toute personne intéressée à promouvoir le bien-être des individus et des familles. Les articles traitant d'aspects sociaux ou apportant quelque information que ce soit dans les divers champ du domaine de l'économie familiale sont particulièrement bienvenus.

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Printemps	15 décembre 1990
Été	1er mars 1990
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Advertising Rate Card No. 18 Effective Spring 1990

CANADIAN HOME ECONOMICS JOURNAL

Official organ of the Canadian Home Economics Association

Published 4 times annually January 1, April 1, June 15, October 1 — Circulation 2000

Editor: Glenda Everett, Lethbridge Community College
3000 College Drive, S., Lethbridge, AB, T1K 1L6
Tel: (403) 320-3343

Business Manager: CHEA National Office, 901-151 Slater St., Ottawa Ont., K1P 5H3
Tel: (613) 238-8817 / 238-8819

Advertising Rates (per insertion)

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Offset Requirements: Emulsion side down. Four color offset negatives, separated for color, plus one set of progressive proofs. Maximum screen 133.

Mailing Instructions

Send inserts and production materials to:
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